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ABSTRACT

A committee of administrators and faculty of the Fort Benton school system, assisted by consultants from Montana State University, developed a social studies curriculum on the theme "the expanding social order." Objectives of the curriculum are to help the student to acquire a dependable body of knowledge in addition to developing cooperative attitudes toward society, values consistent with a democratic creed, and inquiry skills with which he can search for truth. The K-12 curriculum outline interrelates the disciplines of history, geography, political science, anthropology, sociology, economics, and psychology. The theme is expanded from individual adjustment to group situations in kindergarten through studies of family and community in the primary grades; studies of regions, the United States, and Inter-American countries in grades 4-6; studies of the Pacific and Atlantic communities, the State of Montana, and civics in grades 7 and 8; and studies of the student/individual, world civilization, the United States as a world power, constitutional considerations, and current world affairs in grades 9-12. Objectives and resource materials are specified for each grade level. (JH)

FORT BENTON SOCIAL STUDIES CURRICULUM OUTLINE

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PREFACE

Curriculum development in a small school is often touched on very little by administrators and faculties because of the lack of funds, the lack of time and the dependence upon state departments and larger school systems for guides.

We in the Fort Benton system have not accepted this philosophy of dependence for at least the last two years.

The Social Studies Curriculum Outline found within these covers came about as part of an action research for need on the part of all of our students. We, as well as many schools of like size, had the need. Funds to write the outline came from ESEA Title V. The consultants and services for the project came from Montana State University. We are thankful for both.

As administrators, we often deal in what the written form means to a school system. In this study the depth of understanding and the enthusiasm of the people involved will reap benefits for our school for years to come and are not tangible in nature.

Members of this committee from the Fort Benton School System will be available in part or whole for consultant services to any district upon request for information with regard to the outline in part or whole.

William J. Hoppes
Superintendent of Schools

STATEMENT OF PHILOSOPHY

Our primary purpose is to develop a social studies curriculum which will help each student develop into a constructive citizen. In this personal growth the student will develop cooperative attitudes toward society, develop values consistent with a democratic creed, acquire a dependable body of knowledge, and develop inquiry skills with which he can search for truth.

We believe that in order to make our social studies curriculum more meaningful for our students a planned scope and sequence is necessary. In order to accomplish this, the theme "the expanding social order" will be developed through a consideration of the disciplines of history, geography, political science, anthropology, sociology, economics and psychology with the best interest of the students in mind in grades K-12.

Through this curriculum the student will be given the opportunity to develop a favorable self-image. By this we mean the student will become actively involved in the learning process; the student will be given the opportunity for more self-expression; the student will be given the opportunity to acquire some degree of success - thereby he will be developing a real confidence in his own ability.

INTRODUCTION

This social studies curriculum outline was developed primarily by a committee representing the Fort Benton School System. The project was funded through an ESEA Title V grant to the Fort Benton Public Schools.

The project group initially consisted of seven members; however, an agreement was made with Montana State University to offer this program for college credit, so an additional four people representing the schools of Highwood, Chester and Fort Benton became involved. Consultative services were also received from Montana State University.

The writing of this outline was preceded by surveying the Fort Benton Schools' past social studies efforts (Appendix A), by surveying numerous teachers, administrators, professors and State Department directors for current practices in the social studies areas (Appendix B), by making an on-site visitation to five school systems in the state of Washington (Appendix C), and by researching all available material (Appendix D).

Personnel involved in this project were:

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Revision Committee:

Mr. Jim Longin

Mr. Pat Flanagan

Mr. Ron Jovanovich

Mr. Harry Buckingham

Mr. Sam Mathews

Mr. Bob Jerome

TERMINOLOGY

1. BEHAVIORAL INSTRUCTIONAL OBJECTIVE - refers to those objectives used to measure the terminal behavior of the student which are intended to help develop the behavioral concept and in turn the grade level theme.

2. BEHAVIORAL CONCEPT - refers to those concepts written in behavioral terms which are intended to further develop the grade level theme.

3. COMMUNICATION - the exchange of thought between persons by speech or letter.

4. CONSUMER ATTITUDE - exercising well informed, sound judgment representative of feeling or conviction concerning the use of goods.

5. CULTURE - the total pattern of human behavior and its products embodied in thought, speech, action, and artifacts and dependent upon man's transmission of knowledge through the use of tools, language and systems of abstract thought.

6. DEFINE - to establish or state clearly with authority.

7. DEMONSTRATE - to explain, as in teaching, by use of examples or other illustrative material; to show.

8. DISCIPLINES - these are the seven areas of study considered by this curriculum committee as the means to examine the social order.
   a. History - a record and the memory of the past human events
   b. Geography - the study of the earth as the human habitat
   c. Political Science - the study of the political systems which make the authoritative allocation of values in society
   d. Anthropology - the study of man and his works
   e. Sociology - the study of group life
   f. Economics - the study of the production, distribution and consumption of goods
   g. Psychology - the study of individual behavior

9. DIFFERENTIATE - to recognize and state differences.

10. ETHICS - that branch of philosophy which treats of man's moral duties and obligations.

11. ENVIRONMENT - surroundings; especially the conditions or influences that affect the growth and development of a person, animal or plant.

12. GOALS - refers to those eleven basic goals established by this committee as the over-all concern of this curriculum.

13. GOVERNMENT - control and direction of affairs, as of city, state or nation.

14. GRADE LEVEL THEME - refers to that theme which is being developed at that particular grade level.

15. IDENTIFY - to prove that a thing is the same as that which is already known.

16. INDICATE - to point out or make known.

17. INTERDEPENDENCE - the act of depending on one another; a mutual dependence.

18. LAW - a rule of conduct laid down and enforced by the supreme governing authority in a community, as the legislature of a state or nation, or established by custom; an edict, statute or ordinance.

19. LEISURE TIME - that time which is apart from an individual's work time.

20. INTERPRET - to explain or tell the meaning of.

21. MAJOR THEME - refers to that theme which is being developed throughout the entire curriculum, "the expanding social order."

22. MORALS - concerned with, or relating to, what is right and wrong in human behavior.

23. RACE - tool classification used by anthropoligists to classify the features or qualities belonging to a stock or group of people.

24. REFLECTIVE THOUGHT - the serious, careful, logical, mental concentration on ideas.

25. RECITE - to tell in detail; to relate, to answer questions about a lesson.

26. TRACE - to study or follow the development or progress of a thing.

27. UNDERSTAND - to develop a knowledge of.

28. SEQUENTIAL ORDER - refers to the arrangement of the curriculum to meet student needs and content demands.

29. APPRECIATION - to see the worth of and to be grateful for.

30. REVOLUTION - a rapid change of events.

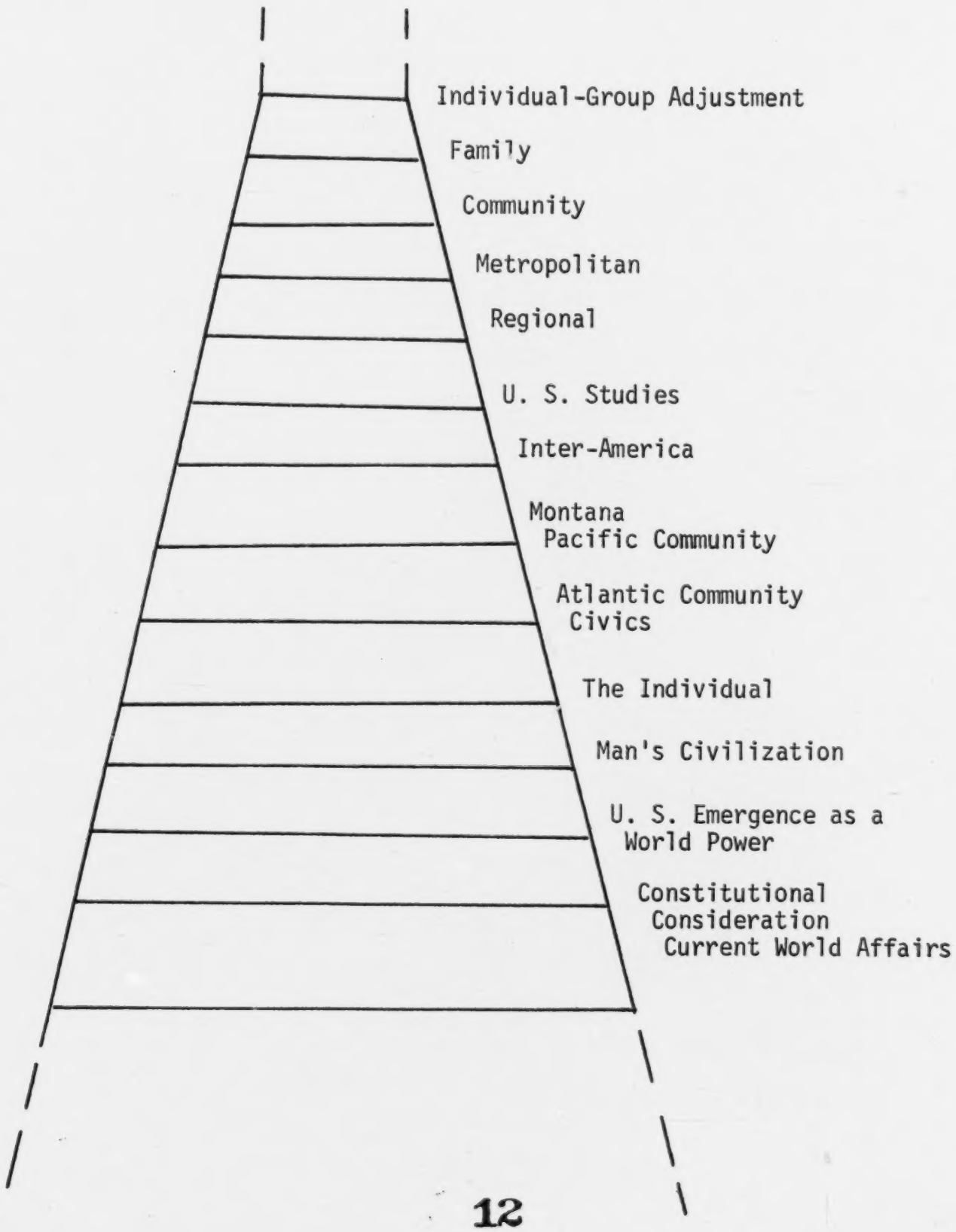
BASIC GOALS

This project group identified eleven basic goals in the field of social studies. These goals are stated as follows:

1. Develop an appreciation of social studies.
2. Develop an understanding of self and man's interdependence.
3. Develop an understanding and appreciation of man and his culture.
4. Develop a respect for law and government.
5. Develop an understanding of, appreciation of, respect for, and care for our environment.
6. Develop a knowledge of man's existence on earth and the issues resulting.
7. Develop an attitude toward and acceptance of change.
8. Develop an understanding of morals and ethics.
9. Develop a wise consumer attitude.
10. Develop the ability for reflective thought and communication.
11. Develop wise use of leisure time.

EXPANDING SOCIAL ORDER

As is indicated in our philosophy, the main theme of this social studies curriculum is "the expanding social order." This design was developed to illustrate our major theme and the grade level themes in a scope and sequence format.



THEMES AND THEIR RATIONALE

At each grade level a theme is identified and a rationale is indicated for that theme.

Grade Level	Theme	Rationale
K	Individual-Group Adjustment	1. Since kindergarten is probably the child's first exposure to a constant large group situation away from parental guidance, he needs to learn to adjust to a group situation. 2. We also recognize the need of the student to develop as a complete individual in his group adjustment.
1	Studies of Families	1. Because our social studies program is designed to expose the child to roles in society, it is natural to begin with the basic unit in our society - the family. 2. Since learning depends on relating new ideas to what is already familiar, the family is studied to present concepts in all the social science disciplines in situations with which the first grader can relate. 3. This theme is the first in the sequence in our consideration of the expanding social order.
2	Studies of Communities	1. This study is in sequential order following our adopted theme, the expanding social order. 2. The second grader is better adjusted to school life and is no longer tied so closely to the family unit in his interests; so he is now moving into the environment away from home. By studying the various aspects of the community, he can develop a better understanding of them.
3	Studies of the Metropolitan Areas	1. This study follows the study of local communities in the sequence of our adopted theme, the expanding social order. 2. By the third grade the child can better envision places beyond his immediate experiences; so he should be able to compare metropolitan areas with life in our local community.

Grade Level	Theme	Rationale
4	Studies of Regional Areas	1. This study follows the study of metropolitan areas in the sequence of our adopted theme of the expanding social order. 2. The student has a need due to the mobility of men to know about regions so he can relate this to his future place in society. 3. Psychologically a fourth grade student should be able to understand logical and concrete examples; e.g., how the distribution of natural resources, population growth and industries are related to physical factors as climate, land forms and water bodies.
5	Studies of the United States	1. This study follows the sequence outline under our adopted theme, the expanding social order. 2. Students on this level are becoming interested in the events of the United States and why they are happening 3. Students on this level are becoming interested in their personal heritage.
6	Studies of Inter-America	1. This study follows the sequential outline of our adopted theme, the expanding social order. 2. Our shrinking world due to communication and transportation is making it imperative that the student understands our country's interdependence with Inter-America.
7	Studies of Montana (1st semester)	1. Due to the change of physical environment of the seventh grader from the elementary school to the junior high school, we feel that a study of Montana, a subject that he is familiar with, will help the student's adjustment with a somewhat unfamiliar environment. 2. This subject is required by the State at the junior high level.
	Pacific Community (2nd semester)	1. This follows the sequence of the expanding social order in two ways; a. A tie will be made between the Pacific community and how its nations affect Montana. b. It also follows the sequential development from the Inter-Americas studies given at the sixth grade level.

Grade Level	Theme	Rationale
8	Atlantic Community (1st semester)	1. This study follows the sequence adopted in the theme, the expanding social order. Also, since Civics is taught the second semester and the Atlantic Community contributed much to our understanding of Civics, we feel it was desirable in this sequence. 2. Due to the enormity of the global community (Pacific and Atlantic Communities), we feel the summer break between these two courses is desirable.
	Civics (2nd semester)	1. This study follows the sequence mentioned in the rationale of the Atlantic Community. 2. Civics is a State requirement which fits our sequence at this level.
9	The Student - The Individual (Self Awareness)	
	Human Relations (1st Semester)	1. This study is sequential to the Civics course taught previously which emphasized the individual's awareness of government. Now the focus will be on the individual. 2. From this point on in his education the student must make decisions involving elective courses, job opportunities, the choice of friends, morality, etc. A course that helps the student find himself is particularly appropriate at this age.
	Occupational Information (2nd semester)	1. After learning about oneself and how he relates to society, we feel an occupational information class will supplement our approach.
10	Man's Civilization	1. A study of early civilizations would be appropriate at this level because the student studies these regions from a geographical point of view, and a historical point of view is needed. 2. The student should have some understanding of where certain cultures developed and how these cultures have influenced modern cultures. 3. This is a school district requirement. 4. The sequence of the theme, the expanding social order, culminates in this study.

Grade Level	Theme	Rationale
11	The Emergence of the U. S. as a World Power	1. The students at this level are concerned with the image the United States has today. This is an excellent time then to take an in-depth view of the elements that made the United States a world power. 2. The study of the United States is a State requirement. 3. This study will be sequential with the previous study of the United States on the fifth grade level.
12	Constitutional Interpretations (1st semester)	1. This course is a State requirement. 2. Many of the problems in the United States are an indirect result of constitutional interpretations. Many of these interpretations involve the student directly, such as decisions concerning hair length, segregation, the draft, etc. 3. This course fits in sequence with the United States studies and with the current world affairs class.
	Current World Affairs (2nd semester)	1. This course will develop an awareness of current events with which the student may become confronted. 2. The student should be able to make an in-depth study of current world problems involving the United States.

GENERAL NOTES

1. In the curriculum outline itself, the major theme for each grade level has been expressed; the main concepts to be developed in each theme are expressed; more specific behavioral sub-concepts are also expressed; an example of a very specific behavioral instructional objective is indicated for each grade level; and a list of resource material has also been indicated. The format for this is as follows:

   Grade Level:
   Theme:
   Behavioral Concepts: --indicated by Roman numerals
   Behavioral Sub-concepts: --indicated by capital letters
   Example of Behavioral Instructicnal Objective:
   List of Resources:

2. It is the recommendation of this committee that this curriculum be considered for discussion at least once a month during our in-service periods.

3. It is the recommendation of this committee that a group of not less than six staff members be employed for at least a one-week period during the summer to revise this curriculum.

4. It is suggested by this committee that teachers interested in bringing guest speakers into their discussions refer to the revised Fort Benton Human Resource Guide.

INDIVIDUAL - GROUP

ADJUSTMENT

KINDERGARTEN

INDIVIDUAL-GROUP ADJUSTMENT

I. Develop appropriate social and emotional attitudes

A. The child will demonstrate his ability for self-control; e.g., sharing materials, sharing time, etc.
B. The child will demonstrate his ability to follow rules established in the classroom and in the school.
C. The child will follow habits of cleanliness.
D. The child will demonstrate responsibility for his own materials as well as classroom materials.
E. The child will demonstrate proper habits of courtesy.
F. The child will demonstrate his ability to listen and follow directions.
G. The child will demonstrate pride in his work.

II. Develop self-confidence

A. The child will demonstrate his ability to express himself through oral language.
B. The child will express himself through music, dramatization and the manipulative arts (painting, drawing, clay modeling, etc.).
C. The child will listen to stories and take part in discussions in order to expand his fund of knowledge.
D. The child will demonstrate ability to work independently.

Example of Behavioral Instructional Objective:

The child will place his crayons in the box, take the box to the shelf, and place the box on the shelf daily.

Resources:

(Note: The teacher will find various sets of pictures in the media center that may be used as a basis for discussion of various topics. They are not topics dealing with the social studies, but will help develop discussion skills. The teacher is also encouraged to make her own study prints.)

Books

My Hands - Aliki
Find Out by Touching - Showers, Paul
The Smallest Boy in Class - Beim, Jerrold
Tony and His Friends - Jeff-Chandler, E. W.
Almost Big Enough - Tamburine, Jean
Going to Kindergarten - Jones, William E.

(Note: The teacher will find many other books in the primary section of the library that will help develop concepts for the Kindergarten.)

Film

Beginning Responsibility - 395

(Note: Films may be obtained from the State Film Library.)

Records

Music for Little Folks - 398
London Bridge is Falling Down and Other Songs and Stories - 398
More Mother Goose with Rhythm Bank - 396
Happy Birthday and Songs for Every Holiday - 394
Mother Goose Nursery Songs - 398
Acting Out the ABC's - 411
Learning the ABC's and How to Count - 411
Singing Sounds - 414
Adventures in Resting, Vol. I - 613.7
Adventures in Resting, Vol. II - 613.7
Kiddie Hit Parade - 780
Songs Dramatization for Children - 780
Winnie the Pooh - 785
A Child's Introduction to Rhythm - 793
Singing Action Games - 796
Let's Play a Musical Game - 796
Let's All Join In - 793.3

(Note: The resource center also has story records suitable to Kindergarten level.)

Other Media for Concept Development

Crayons
Brush Paints
Finger Paints
Clay
Educational Toys
Puzzles

Human Resources

(Note: Refer to Revised Fort Benton Human Resource Guide.)

STUDIES
OF
FAMILIES

GRADE ONE

STUDIES OF FAMILIES

I. Develop the understanding that individual needs are met through families.

A. The student will be able to identify ways that families show love and give security.
B. The student will be able to identify ways in which family members help each other.
C. The student will discuss ways in which families enjoy life as a group in contrast to individual living.

II. Develop an understanding of the needs and wants of family units.

A. The student will be able to identify the need for homes.
B. The student will compare various types of homes in his community and throughout the world.
C. The student will be able to identify what rules are, how and why they are established and/or changed, and be able to state orally some rules in their home and school.
D. The student will be able to differentiate between needs and wants.
E. The student will be able to discuss how needs and wants are met and will be able to identify the forces that limit the satisfaction of needs and wants.

III. Develop the understanding that some family needs are met outside the home.

A. The student will show development of patriotism by being able to identify the United States flag, recite the Pledge of Allegiance to the flag, sing the first stanze of America and recognize the tune of the national anthem.
B. The student will be able to identify some famous Americans.

IV. Develop the understanding that families live in different locations and their cultures vary.

A. The student will be able to identify the shape of the earth.
B. The student will be able to locate the cardinal directions on a map.
C. The student will be able to identify on a map the color symbols of blue for water and other colors for land.
D. The student will be able to differentiate between a model and the real thing.
E. The student will be able to locate the United States on a map, identify the shape of the United States, and locate Montana on a map.
F. The student will be able to locate Mexico on a map.
G. The student will be able to compare the culture of Mexico to his own culture.
H. The student will be able to locate the areas of land inhabited by Eskimos.
I. The student will compare the land and climate of the Far North to his own geographical environment.
J. The student will compare the culture of the Eskimos to his own culture.

V. Develop the understanding that families change.

A. The student will demonstrate how he has grown.
B. The student will indicate some of the changes within his family structure.
C. The student will be able to identify some areas of progress from the turn of the century to his family life today.
D. The student will compare family life of earlier American groups with his life today; e.g., Indians and Pilgrims.

Example of Behavioral Instructional Objective:

Given a set of numbered pictures, the student will identify by listing on paper the numbers of the pictures that show basic needs and those showing wants.

Resources:

Books

Text: Investigating Man's World: Family Studies, Scott-Foresman & Co.

Sample Texts:
Families and Their Needs, Silver Burdett Co.
Our Basic Needs, Harper and Row
Families and Social Studies, Laidlaw
We Play, Singer
Your School and Home, Singer
People at Home, Laidlaw
Families Near and Far, Heath
Your School and Neighborhood, Ginn

Library Books:
Mommies Are For Loving - Penn, Ruth B.
Let's Visit Mexico - Caldwell, J. D., 917.2
Let's Travel in Mexico - Gies, Darlene, 917.2
Children in Mexico - Higner, Dorothy, 917.2
Conchita and Juan - A Girl and Boy of Mexico - Schloat, G. Warren, 917.2
Painted Pig - Marrom, Elizabeth
Let's Read About Mexico - May, Stella B., 917.2
Eskimo Family - Maxwell, Moreau, 919.8
Eskimo Island - Vierack, Phillip, 919.8
Achouna, Boy of the Arctic - Darbois, D., 919.8
Arctic Tundra - Goetz, Delia, 919.8
Children of the North Pole - Herrmanns, Ralph, 919.82
Ootah and his Puppy - Peary, M. A., 919.8
The Art of the Eskimo - Glubok, Shirley, 709.98
Inatuk's Friend - Morrow, Suzanne
Their First Igloo on Baffin Island - Ture, Barbara
Aguk of Alaska - Webb, Nancy McIvor
The Thanksgiving Story - Dalgleish, Alice, 394.26
The Landing of the Pilgrims - Daugherty, J. H., 974.4
The Pilgrim Thanksgiving - Hayes, Wilma P.
I Like Cowboys - Woyke
It's Time for Christmas & Thanksgiving - Sechreist (2 books)
Skyline Series 4 International Readers -
Where is Daddy - Goff

Books in Room 1A:
Let's Find Out About Christopher Columbus - Sharp
Let's Find Out About Abraham Lincoln - Sharp
Let's Find Out About George Washington - Sharp

(Note: May other books of famous Americans can be found in the library.)

Films

Alaskan Eskimo - State Department
Adobe Village - Mexico Valley, 917.2

(Note: Films on various topics can be obtained from the State Film Library, Helena, Montana.)

Filmstrips

Pilgrims
Mexican Children, 917.2

Records

A Child's Introduction to Grownups, 780
Mexican Folk Dances, 793

8mm Filmloops

Eskimo Seal Hunt, 919.8
The Pilgrims at Plymouth, 973.2

Study Prints and Charts

Study Prints, Scott-Foresman and Co.

Media Kit

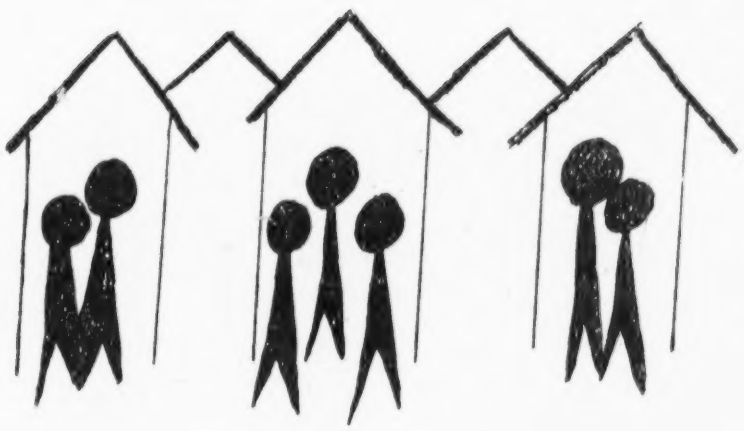
(slides) Eskimo - Francis Walborn, Fort Benton Elementary School, 1970.

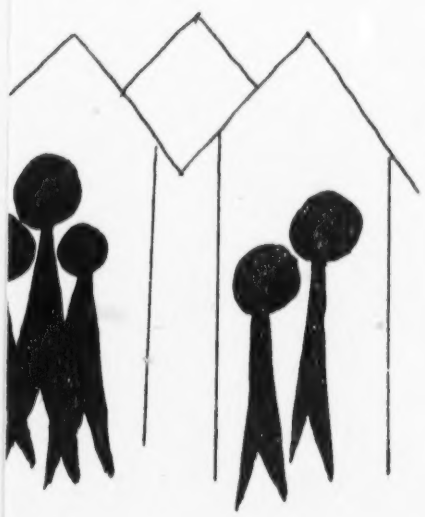
Other Media

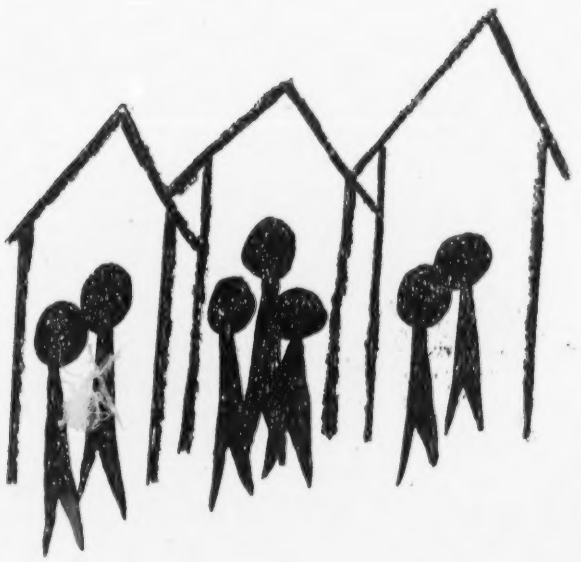
4' x 6' United States Puzzle Map

Human Resources

(Note: Refer to Revised Fort Benton Human Resource Guide.)







STUDIES OF COMMUNITIES

GRADE TWO

STUDIES OF COMMUNITIES

I. Develop the understanding that communities are groups of people living in designated areas who have common interests and needs.

   A. The student will be able to locate various businesses, churches, civic buildings and recreational areas in his community.
   B. The student will be able to identify the need for various workers in the community.

II. Develop the understanding that when a community exists, certain needs of the people must be met.

   A. The student will be able to list some rules in the community that pertain to him.
   B. The student will be able to identify the mayor and town councilmen as governmental leaders.
   C. The student will be able to indicate some of his responsibilities as a citizen.
   D. The student will be able to indicate some understanding of the taxation system by discussing some uses of taxes.
   E. The student will be able to identify some common interest groups within the community; e.g., scouts, church groups, 2nd grade groups.
   F. The student will be able to identify community resources for leisure time.
   G. The student will be able to identify food as a basic need of all people.

III. Develop an understanding that communities exist because people living together produce goods and services for one another.

   A. The student will be able to differentiate between goods and services.
   B. The student will compare production of goods in early days to production of goods today.
   C. The student will be able to discuss that occupations of people vary so that goods and services can be produced.
   D. The student will be able to identify situations in which workers do not keep the same occupations.

IV. Develop an understanding that communities vary in their natural and man-made features.

   A. The student will be able to identify various land forms and water bodies.
   B. The student will be able to list various aspects of the weather in his community and in other communities.
   C. The student will be able to identify various kinds of plant life within his community and in other communities.
   D. The student will be able to list some man-made features, e.g., roads, bridges, buildings, etc.
   E. The student will be able to identify a continent.
   F. The student will be able to list differences between maps and globes.
   G. The student will interpret a map key on a beginner's map.
   H. The student will identify the directions between the cardinal directions, e.g., Northwest as being the direction between North and West.

V. Develop the understanding that communities change.

A. The student will indicate how communities change by relating how communities begin and develop.
B. The student will discuss the changes that occur as the needs of the people change.

VI. Develop an understanding that local communities throughout the world are more similar than different.

A. The student will be able to identify ways in which the life of people in France is similar to his own.
B. The student may identify ways in which people of other countries live similar lives to his own.

Example of Behavioral Instructional Objective:

The student will write three rules of the community that pertain to him.

Resources:

Books

Text: Investigating Man's World: Local Studies, Scott-Foresman & Co.

Sample Texts:
Living Together, Harper and Row
Communities and Their Needs, Silver Burdett
Communities and Social Needs, Laidlaw
We Have Friends, L. W. Singer Co.
Your School and Neighborhood, Ginn

Library Books:
Community Life - Radleur, Edward, 301.3
All Around Town, McGinley, Phyllis, 811
Let's Travel in France - Gies, Darlene, 914.4
Life in Europe: France - Creed, Virginia, 914.4
The Happy Lion - Fatio, Louise
Red Bantam - Fatio, Louise
Butch Elects A Mayor - Cook

Films

Land and People, 793

(Note: Films on various topics can be obtained from the State Film Library, Helena, Montana.)

Filmstrips

More About the Country, 690
Our Homes and Communities, 323
Shopping in our Neighborhood, 690
Community Life, 635
France, 944

Records

Folk Dances of People, 793

Transparencies

France

Study Prints and Charts

Workers in Our Neighborhood, 323.25

Human Resources

(Note: Refer to Revised Fort Benton Human Resource Guide.)

STUDIES OF METROPOLITAN AREAS

GRADE THREE

STUDIES OF METROPOLITAN AREAS

I. Develop an understanding of the sections of a metropolitan area.

A. The student will be able to identify the different parts of a metropolitan area; e.g., industrial, residential, etc.
B. The student will discuss the relationship and interdependence between the sections of a metropolitan area.
C. The student will compare various residential areas within a metropolis; e.g., suburbia, slum, etc.

II. Develop an understanding of where and why cities are established.

A. The student will be able to identify the roles natural resources and production of goods play in the location of cities.
B. The student will show the relationship between natural resources and needs and wants of people.
C. The student will discuss how climate and physical features affect the location of cities.
D. The student will identify various methods of transportation and explain the cities' needs for them.

III. Develop a further understanding of map skills and begin the study of charts showing various aspects of metropolitan areas.

A. The student will be able to identify the hemispheres.
B. The student will be able to locate some metropolitan areas on a world map.
C. The student will indicate an ability to read charts.
D. The student will identify various features of a topographical map.

IV. Develop an understanding of some factors involved in governing a metropolitan area.

A. The student will identify various workers in the structure of a county government.
B. The student will compare the structure of city and county government.
C. The student will discuss the responsibilities of citizens in electing governmental workers.
D. The student will identify needs for taxes and sources of tax monies; e.g., school.

V. Develop an understanding that people of many races and cultures have contributed to the American culture.

A. The student will identify the nationality of his ancestry and other nationalities that have immigrated to the United States.
B. The student will indicate how all peoples are alike.
C. The student will discuss aspects of various cultures that have been brought to the United States.

VI. Develop an understanding of how metropolitan areas grow and change.

A. The student will identify history as the story of how, why and when people and things have changed.
B. The student will trace the development of several metropolitan areas to illustrate change.
C. The student will discuss changes in metropolitan areas that have been beneficial to man and changes which have impaired his progress.
D. The student will discuss anticipated changes for metropolitan areas.

Example of a Behavioral Instructional Objective:

Given a reproduction of a world map and a list of metropolitan areas studied during the course, the student will locate by number five metropolitan areas of the world.

Resources:

Books

Text: Investigating Man's World: Metropolitan Studies - Scott-Foresman.

Sample Texts:
People Use the Earth, Silver Burdett
Greenfield and Far Away, Heath
Communities and Social Needs, Laidlaw
Families and Social Study, Laidlaw
The Seasons, Jerves, 525
What is the Earth, Darby, 531
Exploring the Weather, Gallant, 551.59
Geography Can Be Fun, Leaf, 910
What is Weather, 551.59, Syrocki
What is Air, Piltz, 551.5
Mountains, Goetz, 551.4
Spring is like the Morning, Craig, 525
Air, Adler, 551.51
Weather, Waller, 551.6
Weather Experiments, Podendorf, 551.6
True Book of Jungles, Podendorf, 551.4
First Book of Weather, Wyler, 551.59

Library Books:
In the Big Country - Detroit Writers Committee
William, Andy and Ramon - Buckley, Peter
Brian's Secret Errand - Lonegan, Joy
Ben Goes to the City - Maitland, Anthony
Noko of Japan - Cavanna, Betty, 915.2
Let's Travel in Japan - Gies, Darlene, 915.2
Japan - Pitts, Forrest R., 915.2
The Village Tree - Yashima, Turo, 915.2
The Japan of Today - Ministry of Foreign Affairs, 915.2
Kap the Kappa - Lifton, Betty
The Big Wave, Buck, Pearl S.
Crow Boy - Iwamatsu, Jun
Japan: The Japan of Today - Ministry of Foreign Affairs, 915.2
The Tears of a Dragon - Hamada, Hirosuke
Chie and the Sports - Matsuno, Masako
Plenty to Watch - Iwamatsu, Tomoe

The One-legged Ghost - Lifton, Betty Jean
Little Two and the Peach Tree - Martin, Patricia
The Cock and the Ghost Cat - Lifton, Betty
Dance Dance, Amy-chan! - Hawkinson, Lucy
Kobo and the Wishing Pictures - Baruch, Dorothy
Japan: A Resource Unit for Grade III - Morgan, Wanda K., 915.2
Families and Their Needs - Burdett, Silver, 301.42 and E1
Communities and Their Needs - Burdett, Silver, 301.42, E2, and 301.3
Let's Go To a Hospital - Rowland, Florence, 362.1
Town Meeting Means Me - Turner, Mina, 352
What is a Community - Radlauer, 301.3
This is New York - Sasek, M., 917.471
About the People Who Run Your City - Melmont, Newman Shirlee, 352
How Communication Helps Us - McCabe, 380.3
A Visit to the Firehouse - Collier, 352
Let's Go to a Bank - Sootin , 332.1
You Visit a Fire Station and Police Station, Leonard, Meshover, 352
You Visit a Steamship and Airport - Meshover, Leonard, 380
First Book of Supermarkets - Bendeck, 658.87
At the Airport - Colonius, 629.136
The True Book of Our Post Office and Its Helpers - Miner, 383
Living in Places Near and Far - Jarolernek, Carey
Let's Look Under the City - Schneider, 380.16
Let's Go to a Police Station - Sootin, 352.2
What Kind of a House is That - Devlin, 720.97
To Grandfathers House We Go - Devlin, 728

Films

Living in a Metropolis, 323.35
Japan: The Land and the People, 915.2

(Note: Films on various topics can be obtained from the state Film Library, Helena, Montana.)

Filmstrips

Visit to Washington, D. C.
San Francisco
Japan, Land and People, 915.2
Land of the Far East (2sets), 915
Fall Adventures, 525
The Sun & Our Seasons, 525.5
Winter Adventures, 525
Spring Adventures, 525
Our Earth in Motion, 525.5
Seasons, T432-12
Reading Directions on Maps, 526.8
Our Home, The Earth, 525
Summer Adventures, 525
Day and Night, 529
Changing Seasons, 525.5
Different Kin, 590
Japanese Workshops and Factories
Modern Japan Topography and a General View of Japan, 952 #9
Modern Japan Children of Japan, 952 #2

Modern Japan Japan as a Vacation Land, 952 #7
Modern Japan Commercial Fishing in Japan, 952 #3
Modern Japan Agriculture in Japan, 952 #1
Modern Japan Transportation in Japan, 952 #4
Modern Japan Rural Japan, 952 #6
Modern Japan Religians in Japan, 952 #5
Modern Japan Industries in Japan, 952 #8
Lands of the Far East Farm Village in Japan, FS 915 L
Lands of the Far East Japanese Fisherman, FS 915 L

Records

It's a Small World, 784
This is My Country, 915

Slides

The City (Community Life)

Transparencies

Japan

Chart

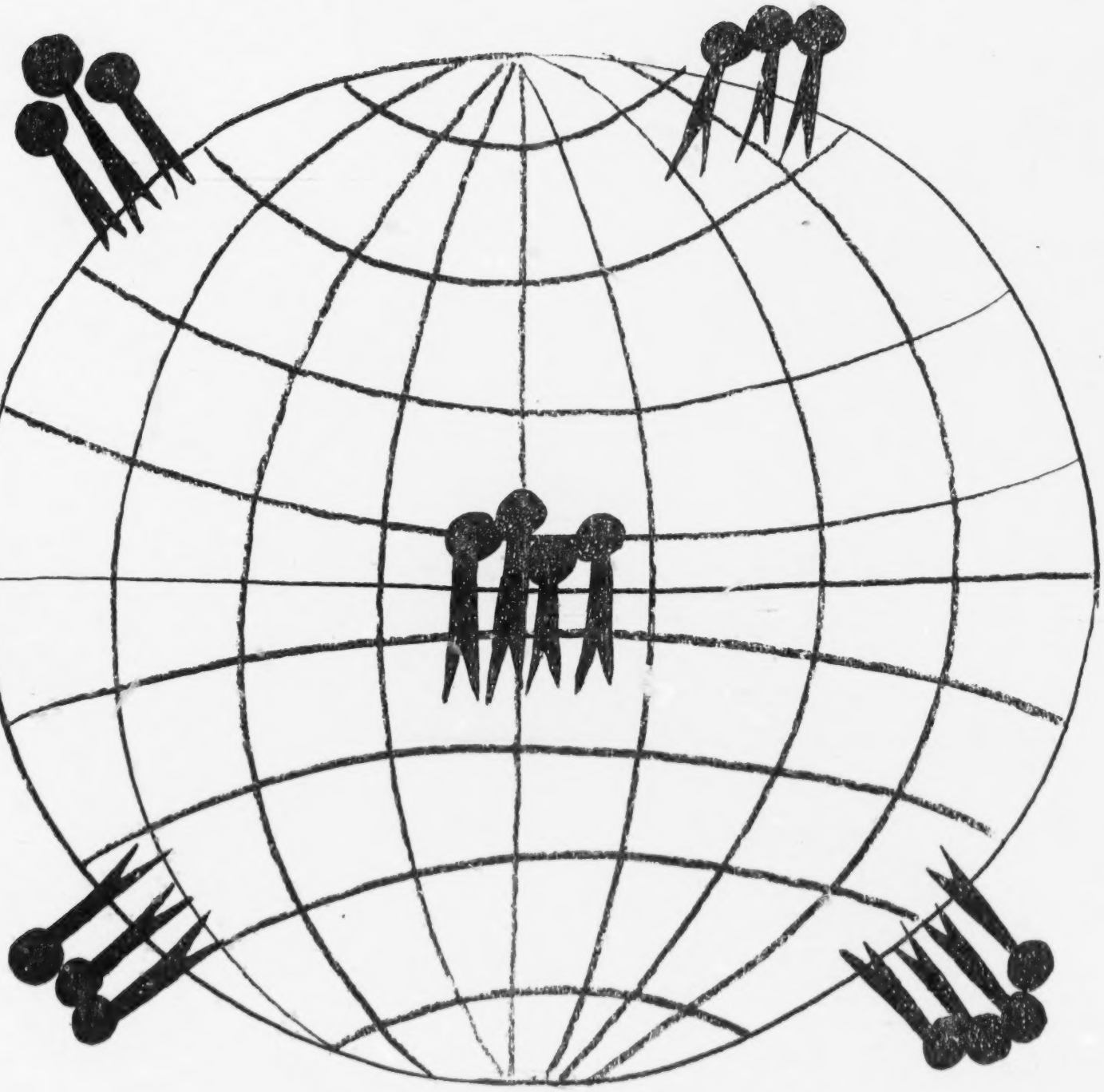
City Life and Farm Life

Other Media

Cardboard Stencil on Japan

Human Resources

(Note: Refer to Revised Fort Benton Human Resource Guide.)



STUDIES
OF
REGIONAL
AREAS

GRADE FOUR

REGIONAL STUDIES .

I. Develop a further understanding of map skills as they relate to regional studies.

   A. The student will review map skills taught at first, second and third grade levels.
   B. The student will be able to discuss graphs, latitude, longitude, and boundaries as they are related to regions.
   C. The student will be able to identify physical features and resources of suggested regions in the United States in spatial relationship to Brazil.

II. Develop an understanding and an appreciation of cultural change within various regions.

   A. The Student will be able to identify and discuss languages, religions, needs, ethnic groups and population changes of various suggested regions; e.g., Australia, Mexico, and Appalachia.

III. Develop an understanding of economic regions.

   A. The student will be able to differentiate agricultural regions from industrial regions.
   B. The student will be able to discuss his personal budget and its effect on his economic region.

IV. Develop an understanding of Montana as part of a region.

   A. The student will be able to identify Montana's location, physical features and resources as a part of a region.
   B. The student will be able to identify and discuss languages, religions, needs, ethnic groups and population changes of Montana as a region.
   C. The student will be able to recognize Montana's role in an economic region.

Example of a Behavioral Instructional Objective:

The students will be able to point ten out of ten specific locations on a map or globe, using the map grid.

Resources:

Books

Text: Investigating Man's World: Regional Studies - Scott-Foresman & Co.

Sample Texts:
The Changing New World, Silver Burdett
Homelands of America, Charles Merrill
Life in America, Harper and Row
In These United States, Heath
Man Changes His World, Singer

Living in Our Country and Other Lands, MacMillan
The American Continent, Silver Burdett
Your Country and Mine, Ginn
Our Big World, Silver Burdett
Homelands of America,
Great Laws in American History, Laidlaw
Grant March, Steamboat Captain - Anderson, 92
Montana - Coburn, Walt, 92
Black Robe Peacemaker - Hopkins, Joseph, 92
Montana - Bailey, Bernadine, 917.86
Montana - Bergman, Sharon, 917.6
Montana - Carpenter, Allan, 917.86
Montana - Cleveland, Libra Jan, 917.8
The Rocky Mountains - Zim, Herbert W., 917.8
Montana - Marlouf, Carling I., 973.1
Montana in Maps - Helburn, Nicholas, 978.6
Montana, Description and Travel - Henry, R. C., 978.6
Chendru, the Boy and the Tiger, 915.4 sue
Our Neighbors in India, 915.4
The Story of India, 915.4
Let's Travel in India, 915.4 gei
Here is India, 915.4 ken
Let's Read About India, 915.4 ram
Let's Travel in Nigeria and Ghana, 916.8 kitt
The Land and People of Ghana, 916.67 sal
Six Great Men of Brazil, 918.1 hag
Let's Read About Brazil, 918.1 may
Prison and Chocolate Cake, B-sah
What Then, Ramon?, f-aro
All the Mowgli Stories, Sc-Kip
Gay Neck: Story of a Pigeon, f-muk
Kari, The Elephant, f-muk
Daughter of the Mountains, f-ran
"The Mfums", f-gro
Rising Arrow, Call Hughie, f
Sleeping Mines - Finey, Gertrude, f
Lone Boy, - Hubbard, Margaret Ann, f
The Black Symbol - Johnson, Annabel, f
That Nester Kid - McCraig, Robert J., f
Montana (Butte) - Cook, Marian B., sc
A Montana Series - Whitehorn, Bill, 978.6
Adventure Trails in Montana - Wilard, John, 978.6
Land of The Shining Mountains - Abbott, Newton C., 978.6
Life in the Arctic - Hoelsaert
Hail Columbia - Beatty
Thomas Edison - Cousin
Old Iron Sides - Hansen
Texas Ranger - Henry
Isenhower - DeMoos

Encyclopedias, Maps, Globes, Atlases, Almanacs

United States Map
Western Hemisphere Map
World Map

Montana-Pioneers, 978.6
World Globe
World Almanacs, World Telegram
World Book Atlas, Field Enterprises
School and Library Atlas of the World
World Book Encyclopedia, Vol. 19, 1966 Yearbook

Periodicals

Instructor - Nov. 1966 - Ethnic Groups
Feb. 1967 - Pageants and Skits
America's Beginning
We're All Americans (ethnic)

National Geographic - Aug. 1960 (grizzlies)
Nov. 1967 (wildlife)
Sept.1967 (golden eagles)
June 1968 (Big Bend: Jewel in Texas Desert)
July 1969 (Switzerland)

Pamphlets

Pamphlets from World Book Encyclopedia:
Industrialization
Machines
Folklore

World Book for Western Lands
James Reed, Allyn and Bacon, 1967 - Good Maps

Films

"Brazil", 918
India Bhopah, 915.4
India (Pakistan and the Union of India), 915.4
Making a New India, 919.4

Filmstrips

U. S. - Central Region, 917.7
Regional Overview of U. S., 917.3
Atlantic Plains and Peidmont, 917.3
Central Plains of U. S., 917.4 g
Great Lakes of Region of U. S., 917.3 h
Great Plains of U. S., 917.3
Northeast Region of U. S., 917.3
The Northeastern States of U. S., 917.4
Northwestern States of U. S., 917.95
Pacific Coast Region of U. S., 917.31
Plateau Region of U. S., 917.3 m
Southwestern States of U. S., 917.6
The Mighty Mississippi, 917.7
Natural Environment of Northwestern States, 917.95
Northwestern States, the People and Their History, 979.5
Natural Resources: Key to American Strength, 917.3

Southeastern States in U. S., 917.5
Appalachian States, 917.3
Farwestern States, 917.9
Yellowstone, color, 917.87
Pacific States (Story of Lumber Industry), 674
Northwestern States, Agriculture, 630
Northwestern States, Industry, 338

Slides

46 of Montana
Indians
Indians of the Northern Plains
Northwestern States, Commerce, 380
Lewis and Clark, color, 920
India's People, 954
India's Many Faces, 915.4
Ramesh of India, 954.08
India, Pivot of Asia, 909

8mm Filmloops

Use of Labor in Developing Nations, India, 954
India and Population, 915

Records

This is My Country - India, 915
This is My Country - Brazil, 918

Audiovisual Multi-Media Kits

Montana Geology - Hazel Dunnwebber, Fort Benton Elementary School, 1970 (Maps, transparencies, pictures, etc.)
Montana History - Fort Benton (pictures, slides, transparencies)

Human Resources

(Note: Refer to Revised Fort Benton Human Resource Guide.)

STUDIES
OF
THE
UNITED STATES

GRADE FIVE

STUDIES OF THE UNITED STATES

I. Develop an understanding of the Foundations of the United States.

A. The student will identify and trace the Western Movement from the "old world" to the "new world".
B. The student will differentiate the various cultures that adapted to the "new world".
C. The student will trace the pattern of exploration and settlement and compare and contrast this pattern to the American Western Movement.
D. The student will discuss various causes and results of the American Revolutionary War.
E. The student will be able to indicate causes and results of the Industrial Revolution in the United States.
F. The student will be able to indicate major causes and results of the Civil War.

II. Develop an understanding of the United States in the modern world. (Emphasis on the historical aspects and development)

A. The student will be able to differentiate the ideologies of isolationism and internationalism.
B. The student will be able to discuss the major reasons why World War I and World War II gave the United States the role as a world power.

Example of a Behavioral Instructional Objective

The student will be able to list five causes of the Civil War as presented in class.

Resources:

Books

Text: Investigating Man's World: United States Studies, Scott-Foresman.

Sample Texts
The Changing New World, Silver Burdett
Homeland of America, Charles Merrill
Life in America, Harper & Row
In These United States, Heath
Man Changes His World, Singer
Living in Our Country and Other Lands, Macmillan
Your Country and Mine, Ginn
The Story of Our Heritage, Ginn
Your Country's History, Ginn
Great Names in American History, Laidlaw

Books
American West, Waller
I Like Cowboys, Wayk
Beyond the Frontier, Folson
Black Courage, Shraff
Famous Pioneers, Folson
He Sailed with Captain Cook - Borden
Patriots Gold, Vioght
Story of Dead Sea Scrolls, Papaport
We Came to America, Cavanah
Story of 13 Colonies, Alderman
Up the Trail from Texas, Dobie
Building the First Continental RR, Nathan
To California by Covered Wagon, Stewart
Pirate Lafitte, Tallant
Tippecanoe, Yumg
Abegail Adams, Wagoner
Jesse Firemont, Wagoner
Louise Alcott, Wagoner
Martha Washington, Wagoner
Apache Warrior, Cook
Understanding Democracy, 929.9 und
Early Settlers of New England, 973.2 ear
The Mighty Mississippi, 917.7 mig
Colonist Children, 973.2 col
Life in Old Louisiana, 973.5
Patriotic Visits: Visit Mt. Vernon, 917.55 pat
A Planter of Colonial Virginia, 973.2
Daniel Boone, 92
Benjamin Franklin, 92 fra
Lewis and Clark, 978.6
American Heritage - Junior Library, 900
America as a Civilization, 973 ler
America Begins, 973.2
Discoverers of the New World, 973.1
Trappers and Mountain Men 973 a
Cartier Sails the St. Lawrence, 92 car
Christopher Columbus, 92 col
America Begins, 973.1
World of Captain John Smith, 909 fos
Pocahontas and John Smith, 973.2
The First Book of New World Explorers, 973.1
And Then There Was America, 973.1
The Story of Thanksgiving, 394 j
Why We Have Thanksgiving, 394
The Story of America's Immigrants, 325
U. S. Government (Interior Department), 353.3
Our Federal Government, 353
America Is My Country, 321
America Sails the Seas, 387
America Travels, 385.09

Periodicals

Grade Teacher - Jan.-Feb., 1962, "Pioneers and Their Movements Westward"
Feb. 1969, "Our Freedom's Play"

Instructor - May, 1966, "Westward Movement"
Nov., 1967, "Fifth Graders Write Their Own Constitution - Colonial Times"
Feb., 1966, "Law"

National Geographic - Jan., 1965, "A Restless Nation Moves West", p. 80

Pamphlets

A Workbook for Western Lands - Reed, James F., Allyn & Bacon
Industrial Revolution
Period Before and After Civil War

Atlas, Encyclopedias

The World Book Encyclopedia, Vol. 19, Field Enterprises, 1969
History, pp. 86-121
Constitution, pp. 126-146
The World Book Atlas, Field Enterprises
School and Library Atlas of the World

Filmstrips

Age of Exploration, 910
Age of Discovery, 913.1
Discovery and Exploration of America, 973.5
Early Settlers of New England, 973.2
English Sea Dogs, 973.2
Founders of New France, 971.01
History of America - Review, 970
Spanish Discovery, 973.1
Story of the Vikings, 973.1
America's Power Resources, 621 ame
America's Responsibilities in a World Divided, 973
The American Flag (2 strips), 929 fla
The Flag Develops, 929 fla
American Folk Tales (5 strips), 970 ame

Records

America's Musical Heritage, 784 ame
Folk Songs of the New World, 784 fel
American Folktales, 398 ame
American History of the 20th Century, 973.9 ame
America Listens to Literature, 808.8 ame

Transparency

Missouri Compromise with overlays
U. S. (1961)

Slides

Colonial Period - 2 sets

Human Resources

(Note: Refer to Revised Fort Benton Human Resource Guide.)

STUDIES
OF
INTER-AMERICA

GRADE SIX

INTERAMERICAN STUDIES

I. Develop an understanding of our neighbor to the North, Canada.

A. The student will be able to identify Canada's cultural contributions to the United States; e.g., language, customs, government, etc.
B. The student will be able to indicate Canada's economic influence on the United States; e.g., agriculture, manufacturing, natural resources, etc.
C. The student will be able to apply previously taught and new map skills to the study of Canada.
   1. Review skills; e.g., globe, grid, legend, scale of miles, hemisphere
   2. New skills; e.g., zones, wind and water currents

II. Develop an understanding of our neighbors in Latin America (Mexico, Central America and South America)

A. The student will be able to discuss Mexico's cultural influence on the United States; e.g., language, customs, etc.
B. The student will be able to identify Mexico's economic influence on the United States; e.g., trade, resources, agriculture.
C. The student will be able to apply various map skills to the study of Mexico.
D. The student will be able to identify the five Central American countries.
E. The student will be able to indicate Central America's cultural contributions to the United States; e.g., language, immigration, etc.
F. The student will be able to discuss Central America's economic influences on the United States; e.g., exports, transportation, mineral resources, etc.
G. The student will be able to apply various map skills to the study of Central America; e.g., Canal Zone, pictographs, etc.
H. The student will be able to discuss South America's cultural contributions to the United States; e.g., immigration, languages, etc.
I. The student will be able to indicate South America's economic influences on the United States; e.g., trade, resources, etc.
J. The student will be able to apply various map skills to the study of South America; e.g., Mestizo, commercial, subsistence, tropical zones, culture, etc.

Example of Behavioral Instructional Objective:

The student will be able to list four similarities and four differences as presented in class when comparing Mexico to the United States.

Resources:

Books

Text: Investigating Man's World: Inter-American Studies, Scott-Foresman.

Sample Texts
Latin America, Africa and Australia, Ginn
Latin America and Canada, Heath
In Latin American Lands, Heath
In Canada and Latin America, Holt, Rinehart & Winston
Learning About Latin America, Silver Burdett
Our Changing Nation and Its Neighbors, Allyn and Bacon
The Changing New World, Silver Burdett
Homelands of the World, Charles Merrill
Your Country and Mine, Ginn

Books
Six Great Men of Brazil, 918.1 kel
Getting to Know Brazil, 918.1 bre
Brazil, Giant to the South, 918.1 hag
Let's Read About Brazil, 918.1 may
Lineweaver, 917.1 lin
The Rocky Mountains, 917.1 zim
Canada - Description and Travel, 917.1 har
The Mexican Story, 972
Let's Visit Mexico, 917.2
Mexico, Land of Hidden Treasures, 917.2
Riches of South America, 918 von
Our Friends in South America, 918 bar
Let's Read About South America, 918 goe
Simon Bolivar, 92 bol
Panama Canal, 986.3
Panama Canal - Yellow Fever, 92
O'Canada (A Canadian History), 972 bar
Let's Travel in Mexico, 917.2 geis
Mexico, Land of the Plumed Serpent, 917.2 G
Children of Mexico, 917.2 neg
Let's Read About Mexico, 917.2 jua
Captain Cortez Conquers Mexico, 92 cor
Cortez and the Aztec Conquest, 972.02 bla
The Story of Pablo, Mexican Boy, 917.2 ame
Carlos of Mexico, 917.2 car
Conchita and Juan, 917.2 sch
Royal Canadian Mounted Police, 351-7-N
Barney of the North, f-joh
Juanita, f-E-poh
Spring Begins in March, f-lit
21st Century, Halacy
That Summer with Lexy, f-mck
The Curse of the Viking Grave, f-mow
Canadian Summer, f-van
The Bombero, f-sc-lev
Watchdog, f-ban
The Place, f-com
A Hero by Mistake, e-b

Montana State University Resources

Unit Teaching in the Elementary School - Holt, Rinehart & Winston

Teachers Curriculum Guide for Man and His World - Social Studies Department, Missoula County High School
What Researchers Say to the Teacher - Dept. of Classroom Teachers

Periodicals

Instructor - Oct. 1969 - Brazil, p. 67
Sept. 1966 - Mexico, pp. 106-107
March 1966 - Canada, p. 162
May 1968 - Magic of Mexico, p. 105
Aug. 1967 - Journey Through Canada

World Almanac - World Telegram (yearly)

National Geographic - July 1968 - The Canadian North, p. 1
Oct. 1947 - Guatemala Revisited, p. 525
May, 1967 - Canada Marks Her First Century, p. 597
Feb. 1966 - Bolivia, p. 153
Sept. 1966 - Canadian Rockies, p. 353
March 1970 - Panama Link Between Oceans and Continents, p. 402
Sept. 1962 - Giant Brazil, p. 229
Jan. 1967 - New Maps Interweaves History and Geography, p. 112
Aug. 1969 - Solving the Mystery of Mexico's Great Stone Spheres, p. 295
Oct. 1968 - Mexico's New Museum, Window on the Past, p. 492

Encyclopedias

World Book Encyclopedia, Vol. 3
Canada, pp. 86-128
Central America, pp. 264-268
Mexico (Vol. 13), pp. 372-393
South America (Vol. 17), pp. 501-511
1969 Editions

Transparencies

Latin America, 15

Slides

Canada and Latin America, 100

Films

Adobe Village - Mexico Valley, 917.2 ado
Canada: Geography of the Americas, 917.10 cana
Commonwealth of Nations, 914.2 co

Filmstrips

The Story of Coffee, 663.9
Cartagena
History of Mexican Civilization
Mexico
San Francisco
Cortez Conquers Mexico, 972 cor
Mexican Children, 917.2 mex
Mexico: Agriculture, Government, Education, 917.2 mex
Canada, the Friendly Giant, 917.1 can
Canada, A Nation Grows, 917.1 can
French Canadian Children, 917.1 fre
North American Partners, 917 nor
Founders of New France, 971.01 fou
Latin America, 16

Records

Good Neighbors, 793.3
This is My Country - Latin American Countries, 917
Mexican Folk Dances, 793 mex

Pictures

Folio of Pictures with Guides, 917.1 can

Human Resources

(Note: Refer to Revised Fort Benton Human Resource Guide.)

MAP SKILLS IN THE LIBRARY

Geography: filmstrip, color - Learning to Use Maps (distances, kinds of, locating places), 526.8

Geography: uncolored globe which can be used with grease crayon to demonstrate many things, 912

Geography: filmstrip - We Live on a Huge Ball, 910.7

Geography: game - Whirly Dirby (Global Race), 900

Geography: game - Western Hemisphere, Set 1 & 2, 910

Geography: Geography of the U. S. (unity from variety), 20 min., 917.3

Geography: record - Charting the Globe, 910

Geography: game - Global Flash Cards, 910

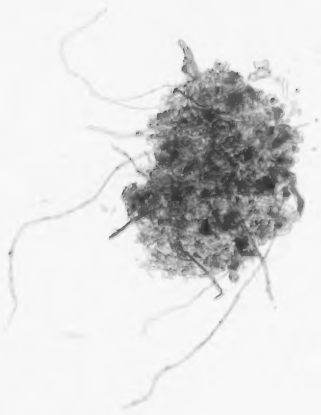
Geography: The Rand McNally Handbook of Map and Globe Usage - Harris, Ruby, 910

SOCIAL STUDIES IMPLEMENTATION
AT JUNIOR - SENIOR HIGH LEVEL

1971 - 1972

7th	1st semester -	Montana
	2nd semester -	Pacific Community
8th	1st semester -	Atlantic Community
	2nd semester -	Civics
9th	1st semester -	Student - Individual
	2nd semester -	Occupational Information
10th	1st semester -	Man's Civilization
	2nd semester -	Student - Individual
11th	1st semester -	United States
	2nd semester -	United States
12th	1st semester -	American Government
	2nd semester -	Current World Problems

STUDIES
OF
MONTANA



GRADE SEVEN

STUDIES OF MONTANA

I. Develop an understanding and appreciation of the forces that built and are building Montana.

A. The student will be able to discuss the effects of early exploration in Montana.
B. The student will be able to trace the routes taken in Montana by early explorers.
C. The student will be able to identify the effects of fur trade on Montana's growth.
D. The student will be able to identify the effects that mining had and is having on the growth of Montana.
E. The student will be able to discuss the role of the Indians in the growth of Montana.
F. The student will be able to discuss the livestock industry and its role in promoting Montana's growth.
G. The student will be able to indicate how transportation affected and is affecting the growth of Montana.
H. The student will be able to discuss the agricultural industry and its role in promoting Montana's growth.
I. The student will be able to discuss Montana's efforts to promote recreational opportunity.
J. The student will be able to discuss Montana's involvement in ecology as demonstrated through the action of Legislature.

II. Develop an understanding and appreciation of the political movements of Montana.

A. The student will be able to trace the important political events establishing Montana as a territory.
B. The student will be able to trace the important political events establishing statehood for Montana.
C. The student will be able to discuss current political activities of Montana.

Example of Behavioral Instructional Objective:

The student will be able to list five early explorers and their importance to Montana.

Resources:

Books

Text: Our Land Montana, Ralph C. Henry, State Publishing Co., Helena, Montana

Books
The Little Kingdom - Call, Hughie, 92
One Man's Montana - Hutchens, John K., 978.6
Photo History of Chico Lodge - Whitehorn, Bill, 978.6
(Also three more photo studies of Montana by Bill Whitehorn)
Montana Centennial - O'Neil Printers, 978.6

Chip on His Shoulder - Sykers, Jo, f-syk
Trouble Creek - Sykers, Jo, f-syk
Winter Wheat - Walker, Mildred, f-wal
Montana Gasoline - Fleming, Harold, 338.5
We Point Them North - Abbott, E. C., 92
Shallow Diggin's - Davies, Jean, 978.6
War of the Copper Kings - Glasscock, C. B., 978.6
Whoop-Up Country - Sharp, Paul F., 378.6
Montana - Politics and Government - Renne, Roland R., 342.786
The Montana Citizen - Renne, Roland R., 342.786
Montana Directory of Public Affairs - Owings, Ralph E., 978
Montana High, Wide and Handsome - Whitehorn, Bill, 978.6
Montana in the Good Old Days - Howard, Joseph K., 978.6
Montana in the Making - Abbot, Newton Carl, 978.6
Montana Margins: A State Anthology - Howard, Joe, 978.6
Slides of Montana - Livingston

New Books
Custer's Last Stand, Henry, Will, 978.6
History of Montana from Wilderness to Statehood, Hamilton, James, 978.6
Prospector, Cowhand and Sodbuster, Ferris, 978

Periodicals

Montana, the Magazine of Western History, Autumn 1956 - Spring 1971

Film

Lewis and Clark

Filmstrips

Western Montana (elementary filmstrip)
The U. S. Great Plains, 917.8 U
#2 - The Wheat Farmer
#3 - The Cattleman
The U. S. Interior West, 917.8 U
#2 - Growth of a Mining Town
#3 - The Public Lands

Tapes

The Louisiana Purchase and Traveling with Lewis & Clark

Human Resources

(Note: Refer to Revised Fort Benton Human Resource Guide.)

STUDIES
OF THE
PACIFIC
COMMUNITY

GRADE SEVEN

STUDIES OF THE PACIFIC COMMUNITY

I. Develop an understanding of the physical regions of the Pacific Community.

A. The student will be able to identify the Far East, Australia and New Zealand as the Pacific Community.
B. The student will be able to discuss the various climates of the Pacific Community.

II. Develop an understanding of the economics of the Pacific Community.

A. The student will be able to differentiate among the various types of agriculture within the Pacific Community.
B. The student will be able to identify the major resources and industries of the Pacific Community.
C. The student will be able to discuss the interdependence of the economy of the Pacific Community.

III. Develop an understanding of the different cultures in the Pacific Community.

A. The student will be able to differentiate among the cultures of the Far East.
B. The student will be able to identify the different cultures that make up Australia and New Zealand.

IV. Develop an understanding of the political systems in the Pacific Community.

A. The student will be able to differentiate among the various political systems in the Pacific Community.
B. The student will be able to discuss how the growth of the military has affected the different political systems.

Example of Behavioral Instructional Objective:

The student will be able to list ten countries of the Far East as presented in class.

Resources:

Books

Text: Investigating Man's World: Studies of the Pacific Community, Scott-Foresman and Co.

Books
Our Neighbors in India - Caldwell, John C., 915.4
The Story of India - Firsh, Seymour, 915.4
Let's Travel in India - Geis, Darlene, 915.4
India, Here Is - Kennedy, Jean, 915.4
The Land and People of the Philippines - Vaughn, Josephine Budd, 919.4
The Picture Story of the Philippines - Junior Literary Guide, 919.4

Let's Travel in the Philippines - Geis, Darlene, 919.4
The Land and People of Burma - Maxwell, Leroy Cecil, 915.91
Korean Boy - Pak, Chong-Yong, 92
Getting to Know the Two Koreas - Johnston, Richard J., 951.9
The Land and People of Korea - Evans, M. Filmer, 915.19
The War in Korea - Leckie, Robert, 915.9
The War in Korea - Leckie, Robert, 915.904
Crossroads in Korea - Fehrenbach, T. R., 951.9
Commonwealth of Nations - 914.2
The Story of Australia - Day, George A., 994
Australia - Kaula, Edna Mason, 919.4
Australia - Ritchie, Paul, 919.4
Australia and New Zealand - Irwin, William, 919.4
Australia - Description and Travel - 919.4
The First Book of Australia - Kaula, Edna Mason, 919.4
Doug of Australia - Watts, G. R. Harrison, 919.4
A Picture History of Australia - Watts, G. Harrison, 994
The Land and People of New Zealand - Kaula, Edna Mason, 993.1
The Maairs of New Zealand - McGuire, Edna, 919.31
Australia and New Zealand - Irwin, William and Dorothy, 919.4
New Zealand In Pictures - Sterling Publishing Co., inc., 919.31
The Voice of Asia - Michener, James, 915
The Worldmark Encyclopedia of the Nations: Asia and Australia - R950
East of Home - Roll, Santha Rama, 915
North to the Orient - Lindbergh, Anne Morrow, 910.4
The Japanese: People of the Three Treasures - Newman, Robert, 952
Return to Japan - Gray, Elizabeth, 915.2
Modern Japan - Tiedmann, 952
Understanding the Japanese - Yaukey, Grace, 952
Over a Bamboo Fence - Brown, Margery F., 952
Japan - Seidensticker, Edward, 915.2
Misei Daughter - Sone, Monica, 92
Burma Rifle - Bonham, Frank, f-bon
Moved Outers - Means, Florence, f-men
The Good Earth - Buck, Pearl, f
Modern China - Rowe, David Nelson, 951
China and the Bomb - Halperin, Martin H., 327.51
Authors Take Sides on Viet Nam - edited by Cecil Woolf, 950.7
Viet Nam: The Logic of Withdrawal - Zinn, Howard, 959.7
Viet Nam Diary - Tregaskis, Richard, 940.54
Viet Nam Doctor - Terpin, James, 959.7
Viet Nam Reader - Raskin, Marcus, 959.7
The Land and Wildlife of Australia - Life Periodical
Australia and New Zealand - Life Periodical
Focus: World Communism - edited by Rodger Swearinger, 335.4
The Russian-Chinese Rift: Its Impact on World Affairs - Isenberg, Ivan, 327.67
The People's Republic of China - Buss, Claude, 951.04
Thunder Out of China - White, Theodore H., 951.04
Peking Diary 1948-49, A Year of Revolution - Boddle, Derk, 951.04
Report from a Chinese Village - Myrdal, Jan, 951.05
Seen Yat-Sen - Baker, Mina Brown, 92
China Emergency World Power - Petrov, Victor, 951.04
Fifth Chinese Daughter - Wong, Jode Snow, 92

Face to Face - Nehta, Ved Parkark, 92
Strong Lands and Friendly People - Douglas, William O., 915
Home to India - Rowe, Santha Rama, 92
India - Brown, Joe David, 915.4
Viet Nam - Dooley, Dr. Tom, 92
Japan - Kirk
Ho Chi Minh of Revolution, Selected Writings - Fall, Bernard, 312
Viet Nam - McCarthy, Mary, 959.7
Background to Viet Nam - Newman, Bernhard, 959.7
Behind the Lines - Hanoi - Salsberg, Harrison E., 959.7
The Politics of Escalation in Viet Nam - Schurmann, Franz, 959.7

Films

Farming in South China, 915.1
India, 915.4
Making a New India, 915.4
India (Bhopal), 915.4
India (Pakistan and the Union of India), 915.4
Making a New India, 915.4
Lands of the Eastern Hemisphere, 900
Australia, 919.4
Commonwealth of Nations, 914.2

Filmstrips

Lands of the Far East, Section 1, 915
Lands of the Far East, Section 2, lan
Korea with Guide, 909 N
Pakistan and the East-West Confrontation, 909B
The New Indonesia, 909o
Ferment in Southeast Asia, 909bd
Children of China, 915.1
The New Face of Japan, 915.2
Japan, 915.2a
Japan Today, 195.2b
India's Many Faces, 915.4b
Indo-China, 915.9
Challenge of China, 951
India's People, 954
India's Many Faces, 915.4b
Pivot of Asia, 909
National Geographic Studies of South East Asia

Filmloops

Tokyo - World's Largest City, 952.04
India's Population, 915 ind
Use of Labor in Developing Nations - India, 954 use
India's Population, 915

Records

This is My Country, 2 records, 915
This is My Country, East ASian Countries, 2 records, 915
Folk Songs of Japan and Korea, 784
This is My Country, Oceania, 2 sides, 994

Tapes

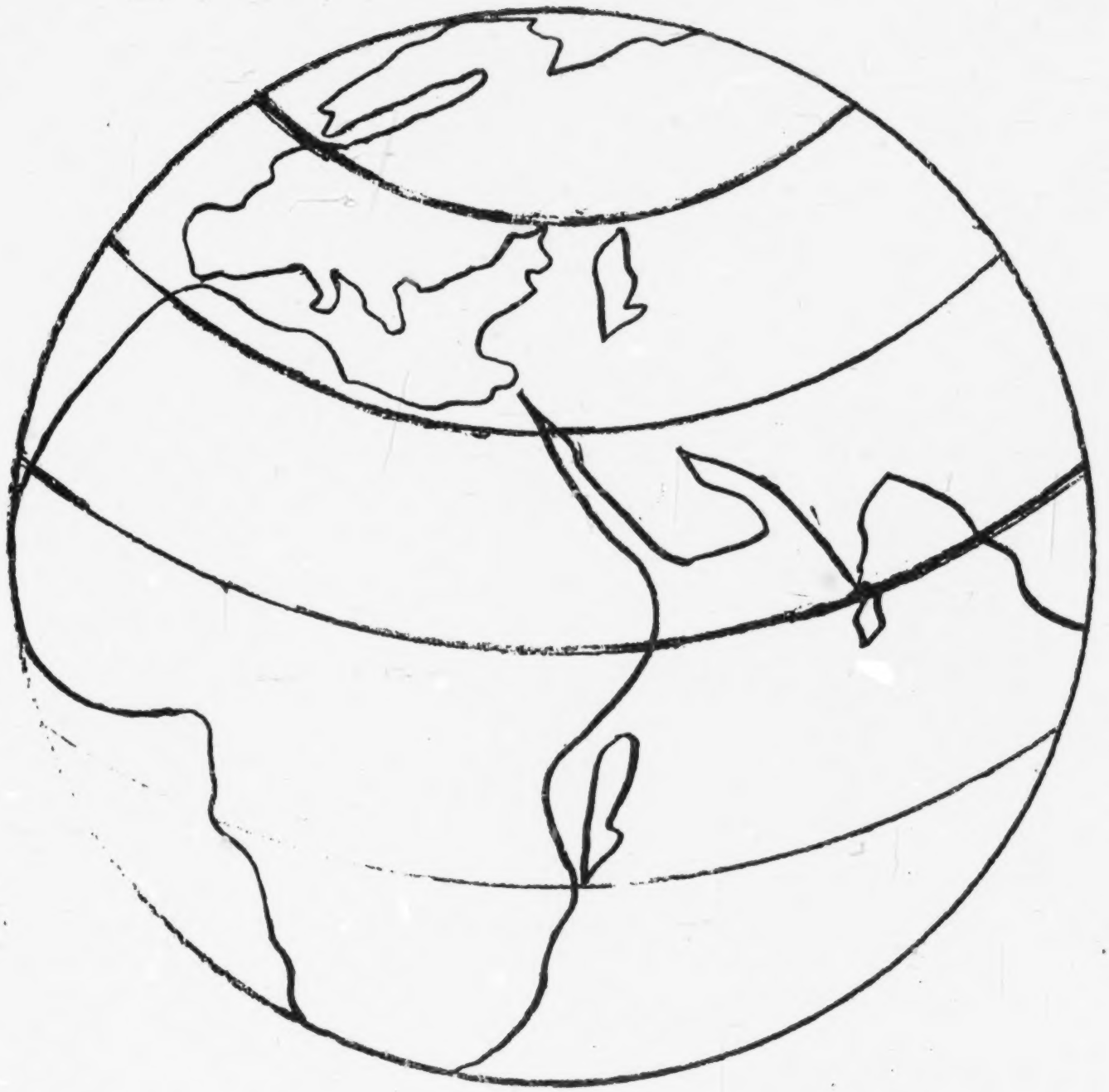
Viet Nam, 959.7

Miscellaneous

World Affairs Report Vietnam and Teachers' Manual
Asia - World Geography transparency, ESEA Title I, 911 asi
Australia Unit - Multi-media, complete teaching unit, Mrs. Leona Dieruf, Fort Benton Public School, 1970
Map 1970, 993.1

Human Resources

(Note: Refer to Revised Fort Benton Human Resource Guide.)



STUDIES
OF THE
ATLANTIC
COMMUNITY

GRADE EIGHT

STUDIES OF THE ATLANTIC COMMUNITY

I. Develop an understanding of the physical regions of the Atlantic Community.

   A. The student will be able to identify Western Europe, Eastern Europe, Middle East, North Africa, and Africa south of the Sahara as the Atlantic Community.
   B. The student will be able to discuss the various climates in the Atlantic Community.

II. Develop an understanding of the economics of the Atlantic Community.

   A. The student will be able to differentiate among the various types of agricultures within the Atlantic Community.
   B. The student will be able to identify the major resources and industries of the Atlantic Community.
   C. The student will be able to discuss the interdependence of the economy of the Atlantic Community.

III. Develop an understanding of the different cultures in the Atlantic Community.

   A. The student will be able to differentiate among the cultures of the Atlantic Community.

IV. Develop an understanding of the political systems in the Atlantic Community.

   A. The student will be able to differentiate among the various political systems in the Atlantic Community.
   B. The student will be able to discuss how the growth of the military has affected the different political systems.

Example of Behavioral Instructional Objective

The student will be able to list five different types of climates in the Atlantic Community.

Resources:

Books

Text: Investigating Man's World: Studies of the Atlantic Community, Scott-Foresman and Co.

Books
Europe - Life Periodical, 914 lif
Worldmark Encyclopedia of the Nations: Europe - R940.55 wor
Our Hearts Were Young and Gay - Skinner, C. O. and E. Kimborough, 92 ski
How to be an Alien in Britain, France, Italy, Germany, Switzerland, 914 mik
Ferment in Eastern Europe - Isenberg, Irwin, 947 isc
Duel in the Shadows - Orbaan, Albert, 960-54 orb

Inside Europe Today - Gunther, John, 940-955 gun
A Very Storage Society - Drury, Allen, 960 dru
Inside Africa - Gunther, John, 960 gun
Africa - Life Periodical, 574.96 lif
The Forest People - Turnbell, Colin M., 572.96
The Lonely African - Turnbell, Colin M., 930 tur
Worldmark Encyclopedia of the Nations: Africa - 960 R w
Africa and African - Bohannan, Paul, 950 boh
Africa Before the White Man - Laboceret, Henri, 960.2 leb
The Blue Nile - Moorehead, Alan, 960 moo
East Africa - Lineberg, William P., 916.7 lin
An Atlas of African Affairs - Boyd, Andrew, 912.6 boy
The United States and Africa - Goldsmith, Walter, 309.15 gol
The White Nile - Moorehead, Alan, 962 moo
North Africa - Steel, Ronald, 916.1 st
African Notebook - Schweitzer, Albert, 92 sch
After a Hundred Years - United States Department of Agriculture, 630
The Soviet Union - Salisbury, Harrison E., 947.085 sal
Scandinavian - Life World Library - Inner, Hammons, 914.8 inn
Spain - World Life Library - Thomas, Hugh, 914.8 lif
France - Life World Library - Brogan, D. W., 914 lif
Ben-Gurion - St. John, Robert, 92 ben
Israel - Life World Library - St. John, Robert 92 ben
Italy - Kubly, Herbert, 914.5
Ireland - McCarthy, Joe, 914.15 McC
Meet Societ Russia -Gunther, John, 914.7 gun
Ferment in Eastern Europe - Isenberg, Irwin, 947 ise
The Communist World and Asia - Lippmann, Walter, 327.73 lip
Soviet Russian Imperialism - Mamatey, Victor S., 947 mam
The Russian-Chinese Rift: Its Impact on World Affairs - Isenberg, Irwin, 327.47
The Government on Politics of the Soviet Union - Schapiro, Leonard, 947.884
Russians Are People - Miller, Wright, Walter, 914.7 mil
Russia - Life World Library - Thayer, Charles, 914.2

Films

British Trade and Industry, 914.2
Arab-Middle East, 915.6
South Africa - Riches of the Veldt, 916.8
Nightmare in Red - Reel #1, 947.08
Nightmare in Red - Reel #2, 947.084

Filmstrips

Toward European Unity, 909 ac
Comeback for Germany, 909 al
Near East Powder Keg, 909 an
Cracks in the Soviet Union, 909 an
Africa - Explored Continent, 909 ay
The Uneasy Borders of Communism, 909 c
How Strong is Russia, 909 l
Western Europe Rebuilds
Israel, 909
Germany Divided, 909 r
North Africa in Ferment, 909 v
The Dark Continent Wakens, 909 y
Britain: An Enduring Heritage (Title I) with guide

Filmloops

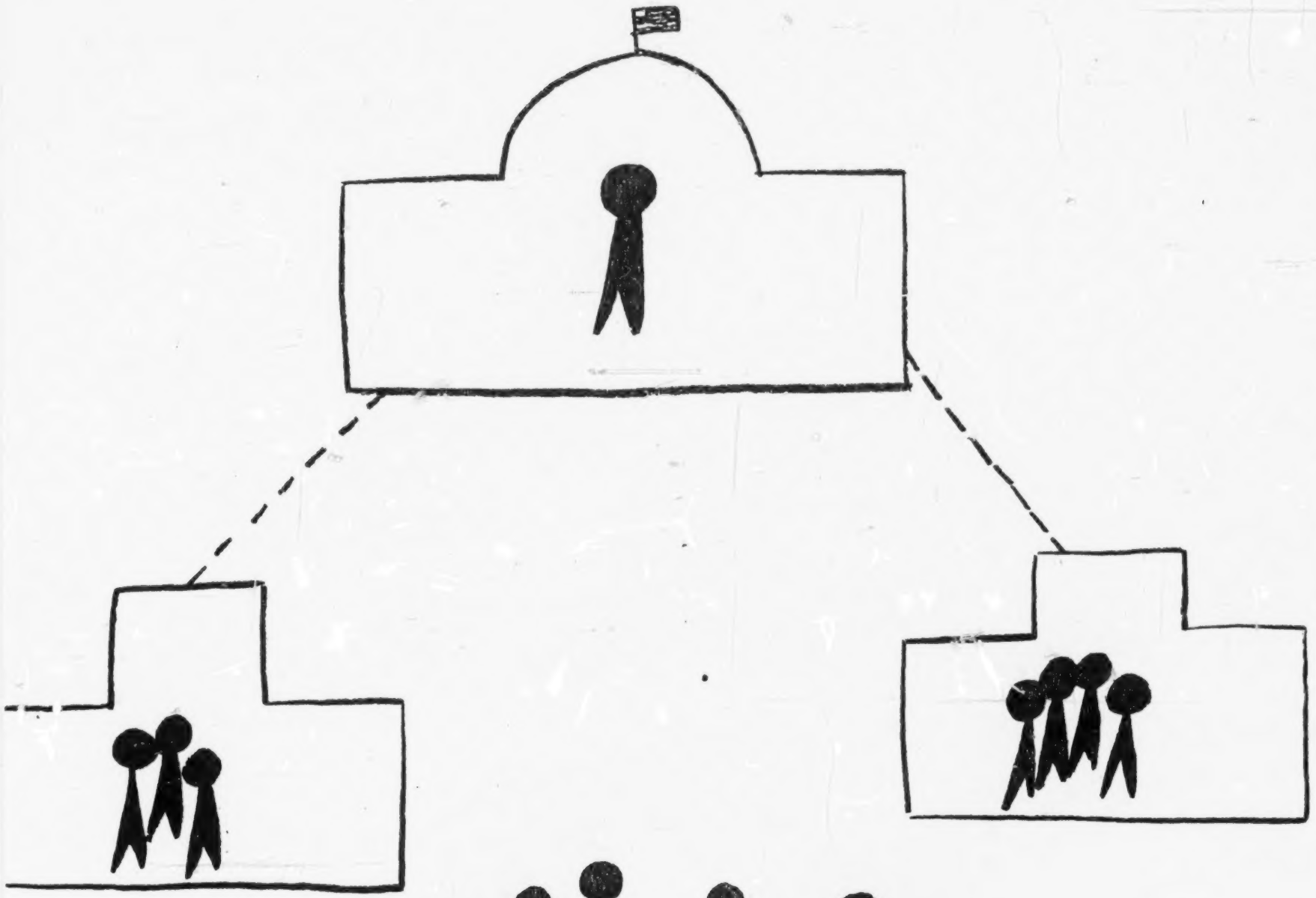
The Suez Canal, 962.15
London, 942
Community of Life in Israel, 933

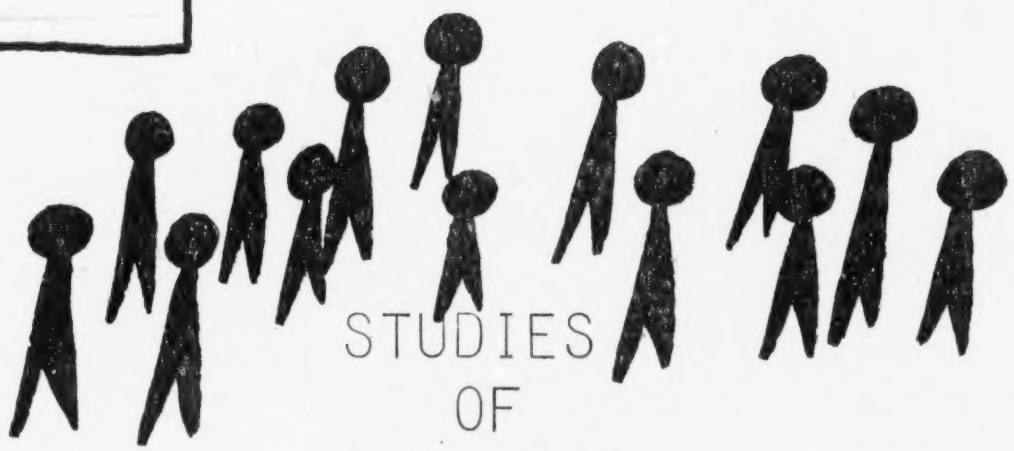
Miscellaneous

Europe-World Geography, transparency, 911 cur
Middle East-World Geography, transparency, 911 mid
Russia-World Geography, transparency, 911 rus

Human Resources

(Note: Refer to Revised Fort Benton Human Resource Guide.)





STUDIES
OF
"CIVICS"

GRADE EIGHT

CIVICS

I. Develop an appreciation of democracy in our government.

A. The student will be able to discuss the meaning of democracy.
B. The student will be able to define citizenship in our democracy.
C. The student will be able to identify the civil rights of individuals in our democracy.
D. The student will be able to indicate the political rights of citizens in our democracy.
E. The student will be able to discuss the electoral processes in our democracy.

II. Develop an understanding of our local government.

A. The student will be able to indicate the purposes of the county government.
B. The student will be able to compare township and town governments to city and county governments.

III. Develop an understanding of state governments.

A. The student will be able to differentiate the various types of state governments.
B. The student will be able to discuss the role of state officials; e.g., governor, lt. governor, senator, etc.
C. The student will be able to discuss the services performed by the state government.

IV. Develop an understanding and appreciation of national government.

A. The student will be able to identify the three branches of national government.
B. The student will define the process of checks and balances.
C. The student will be able to discuss the role of political parties in government.
D. The student will be able to discuss the services performed by the national government; e.g., Dept. of Agriculture, Dept. of Defense, etc.

Example of Behavioral Instructional Objective:

The student will attend a local school board meeting and report his observations.

Resources:

Books

Text: Our Democracy at Work, Prentice Hall.

Books
American Political Parties: Their Natural History - Binklui, Wilford, 329
Third Party Movements in the U. S. - Hazleton, William, 329.9

Modern Political Analysis - Dahl, Robert, 320
Five Ideas that Changed the World - Ward, Barbara, 330.1
Readings in American Political Behavior - Wolfinger, Raymond, 320
The Jeffersonian and Hamiltonian Traditions in American Politics - Fried, Albert, 973
White House Fever - Bedimer, Robert, 329.023
Politicians and What They Do - Botter, David, 320
Politics and Policies in State and Local Governments - Kaufman, Herbert, 320
Congress: Its Contemporary Role - Griffith, Ernest S., 328.73
American and Political and Social Habits - Faulkner, Harold, 973
Profiles in Courage - Kennedy, John F., 920
Radicalism in America - Leni, Sidney, 973
Main Currents in American Thoughts - Pawington, Vernon Lewis, 810.9
The American Political Dictionary - Plano, Jack C., 320.97303
The Free Enterprises - Rown, Hobart, 338.973
The Congressman: His World and How He Sees It - Clapp, Charles L., 328.73
Home Place: The Story of the U. S. House of Representatives - White, William, 328.73
You and Your Congressman - Wright, Jim, 328.73
The American Party System and the American People - Greenstein, Fred, 329
American Politics and Government - Bailey, Stephen, 353
Civics for Montana Students - Swain, 342
Municipal Politics - 352

Filmstrips

Is Democracy Dead?, 321.4
Citizens in a Democracy, 323.4
Helping Our Town Government, 323.6
Presidential Conventions and Candidates, 324
Our Congress, 328
In Congress Assembled, 328
Congress and Its Members, 328.3
American Parties and Politics, 329
The Supreme Court, 347.9
Learning About Our Town Government

Records

Dialogues in Democracy, 321.4
Special Report: The People's Choices (Title I), 324
Anatomy of U. S. Political Parties (Title I), 329

Tapes

American Security in an Unstable World, 327

Pictures, Charts and Maps

Political Parties in Our History - Poster Series (Title I)

Human Resources

(Note: Refer to Revised Fort Benton Human Resource Guide.)

THE STUDENT - THE INDIVIDUAL
(SELF AWARENESS)

GRADE NINE

THE STUDENT - THE INDIVIDUAL

I. Develop an understanding of self-awareness.

A. The student will be able to differentiate between needs and drives.
B. The student will be able to identify attitudes and values.
C. The student will be able to identify his goals.

II. Develop an understanding of self in relation to others.

A. The student will be able to indicate his relationship to his primary group; e.g., family, etc.
B. The student will be able to indicate his relationship to his secondary group; e.g., peers, community, etc.

III. Develop an understanding that job opportunities change.

A. The student will be able to indicate how economic factors influence occupational opportunities; e.g , war and peace, supply and demand, etc.
B. The student will be able to indicate how geographic regions influence job opportunities.
C. The student will be able to indicate how education influences job opportunities.

IV. Develop the ability to use intelligent consumer attitudes.

A. The student will be able to discuss priorities of consumer goods.
B. The student will be able to discuss how the law and other agencies aid the consumer.

(Note: A course on consumer education was taught in Fort Benton in the summer of 1970. This will be the basis for developing this concept.)

Example of Behavioral Instructional Objective:

The student will write a research paper indicating his occupational desires, considering his needs, drives, attitudes, values, and goals.

Resource Material on Job Opportunities:

Books

Secretary of Careers - Anderson, Ruth I., 654-069
News Reporters and What They Do - Botter, David, 070.4
Your Career in the Aerospace Industry - Boyd, Waldo T., 629.4
Doctors and What They Do - Coy, Harold, 610.69
There's A Right Job For Every Woman - Heywood, Anne, 371.4
Youth Decides - Jones, Vernon, 371.42
Careers That Change Your World - Keller, James, 371.4
Lovejoy's Career and Vocational School (Source Book) - Lovejoy, Clarence E., 371.42

Exciting Careers for Home Economists - Spencer, Lila, 640.69
Soldiers and What They Do - Symons, Arthur, 355
U. S. Department of Labor Dictionary of Occupational Titles - U. S. Government Printing Office, 371.4203
College Entrance Counselor with Directories and Career and Scholarship Guide - Wechsler, Louise I., 378.3
College Entrance Examinations - Wechsler, Louise K., 378.73
Other People's Houses - Biance, Margery, F
Jane Cameron, Schoolmarm - Brady, Rita G., F
With a High Heart - DeLeeuw, Adele Louise, F
Sharon's Nursing Diary - Deming, Dorothy, F
Right Job for Judith - Johnson, Enid, F
Nancy Kimball, Nurses Aide - Laklan, Carli, F
A Cap for Mary Ellis - Newell, Hope, F
Organdy Cupcakes - Stolz, Mary, F
So You're Going to be a Teacher - Filbin, Robert L., 371.1
Baby Sitter's Guide - Moore, Mary, 649.1
Basic Design - Bates, Kenneth F., 745.4
Blueprint for Teen-age Living - Menninger, William Claire, 136.7
Business Behavior - Russon, Allien R., 158
Questions Girls Ask - Vetter, Marjorie, 301.43
Buy Now, Pay Later - Black, Hillel, 332
An Introduction to Journalism - Bond, Frank Fraser, 070
How To Be All You Are Capable of Being - Roam, Pearl, 150.13
School Teaching as a Career - Boylen, James R., 371.1
Archeologists and What They Do - Braidwood, Robert John, 331.7
The Executive Secretary - Burke, Marlin, 651
The Young Woman in Business - McLean, Beth Barley, 650
Listen to Leaders in Business - Love, Albert, 650
Secretarial Careers - Anderson, Ruth I., 651.069
Careers in Business Management - Mann, Roland, 658.069
Education for Agricultural Occupations - Fuller, Gerald, 371.42
Handbook of Agricultural Occupations - Hoover, Norman K., 371.42
Your Career If You're Not Going to College - Splaver, S., 331.7
Careers in Agribusiness and Industry - Stone, Archie A., 371.42
United States Dept. of Labor Occupational Outlook Handbook, 371.42
Fitting Yourself for Business - MacGibbon, Elizabeth Gregg, 650
Your Future as a Home Economist - Paris, Jeanne, 331.7
Careers and Opportunities in Physics - Pollack, Philip, 530.69
A Place to Live - U. S. Dept. of Agriculture, 631
Practical Business Psychology - Laird, Donald & Elenor, 650
Careers and Opportunities in Electronics - Carroll, John Miller, 331.7
Engineering as a Career Today - Vocational Guidance - Armstead, B. H., 620
Your Future as a Dietician - American Dietetic Association, 371.42
I Work on a Newspaper - Lent, Henry Bolles, 070
Night People (night occupations) - Colby, C. B., 371.42
The Smoke Eaters - Archibald, Joseph, f
Navy Nurse - McCall, Firginia, f
Librarian with Wings - Thum, Marcells, f
Veterinary Medicine, 92
Circus Doctor - as told to Richard Taplinger Henderson, hen
Veterinarians, part 1, vol. 1 of I Want to Be Books, a beginning to read by Green, Carla, Gre
Public Health - U. S. - Springarn, Natalie Davis, 614.097

Veterinarian Stories - Magnolia Heights Junior Literary, F Pas
Let's Look Under the City (public utilities) - Schneider, Herman, 380.16
Bailey and the Bearcat (public relations) - Olsen, Gene, F
The Pros (athletes) - Liston, Robert, 796
First Book of Printing - Epstein, Samuel, 655.1
The Story of Printing - Simon, Irving B., 655 Sim
All About Engines and Power (mechanics) - Epstein, Samuel, 621
Ceramics - Stone Age to Space Age - Mitchell, Lane, 666.3
Electronics in Medicine - Poole, Lynn, 615.84
Police, State - Flaherty, John J., 353.937
The Secretary's Manual - Stroman, J. H., 651
Charm - Whitcomb, Helen, 646.7
The Seventeen's Guide to Knowing Yourself - Sugerman, D. A., 301.43

U. S. Military Forces:
The U. S. Marines - Montross, Lynn, 359.9
The Marine Corps In Action - Bergaust, Erik, 359.96
U. S. Military Academy, West Point - Engeman, Jack, 335.07
U. S. Coast Guard - Colby, C. B., 359.9
U. S. Air Force Academy - Engeman, Jack, 358.407
Navy Men and What They Do - Gimbel, H. G., 359.1
Work Around the World - Jackson, Kathryn, 301.42
The Night Workers - Schwartz, Alvin, 331.81

Psychology:
The Hidden You - Alexander, Arthur, 150 Ale
You and Your Amazing Mind - Lewellen, John, 150 Lew
Think About It - Gould, Laurence J., 150.72 Gou
Fundamentals of Psychology - Adcok, C. J., 150 Ade
Instinct Education - Birney and Richard - 150 Bir
Emotional Problems of the Student - Blaine, Graham B., 157 Bla
Emotion: Bodily Change - Candland, Douglas K., 157 Can
Exploring Behavior - Candland, Douglas K., 152 Can
Contemporary Readings in General Psychology - Carmichael, Leonard, 150 Car
The Scientific Analysis of Personality - Cattell, R. B., 137 Cat
The Anecdotes of Self-Esteem - Coopersmith, Stanley, 150.19 Coo
Readings in General Psychology - Crow, Lester and Alice, 150 Cro
A Dictionary in Psychology - Drever, James, 150.3 Dre
Group Psychotherapy - Foulkes, S. H., 131.3 Fou
Abnormal Psychology - Hamilton, May, 132 Ham
Brainwashing: The Story of Men Who Defied It - Hunter, E., 131.3 Hun
Experience and Behavior Tables - McKellar, Peter, 135 McK
The Human Mind - Miller, James G., 150 Mil
Introduction to Psychology - Munn, Norman L., 150 Mun
Emotions and Memory - Repaport, David, 157
The Integrity of the Personality - Storr, Anthony, 137
You: The Person You Want to Be - Fedder, Ruth, 301.43 Fed
Visual Illusions - Luckiesh, M., 150.13 Luc
Blueprint for Teenage Living - Menninger, W. C., 136.7 Men
Controls from Within - Redl, Fritz, 150.13
A Book About You - Roam, Pearl, 150.13 Roa
Business Behavior - Russon, Allien R., 158 Rus
What Makes Sammy Run? - Schulbery, Budd, F Sch
Psychology for Living - Sloane, Eugene, 150.13 Slo
What About Teen-Age Marriage? - Sakol, Janne, 301.42

Twelve Around the World - Daly, Maurene, 910.1
Child Study Association of America - Cooney, Barbara, 372.2
Child Study Association - Lenski, Lois, 808.89
Children - Growth - Keats, Ezra Jack, F
Children in Africa - Childs, Fay, F
Stories of the Renaissance (medicine) - DeFrasne, Jean, 920
Medicine Biography - McGrady, Mike, 920
My Friend in Africa - Franck, Frederick, F
The Indian Medicine Man - Hofsinde, Robert, 970.1
The Magic of Words - Alexander, Arthur, 400
News Travels - Chapin, Cynthia, 380.3
How Communication Helps Us - McCabe, Sybil Anderson, 380.3

Films

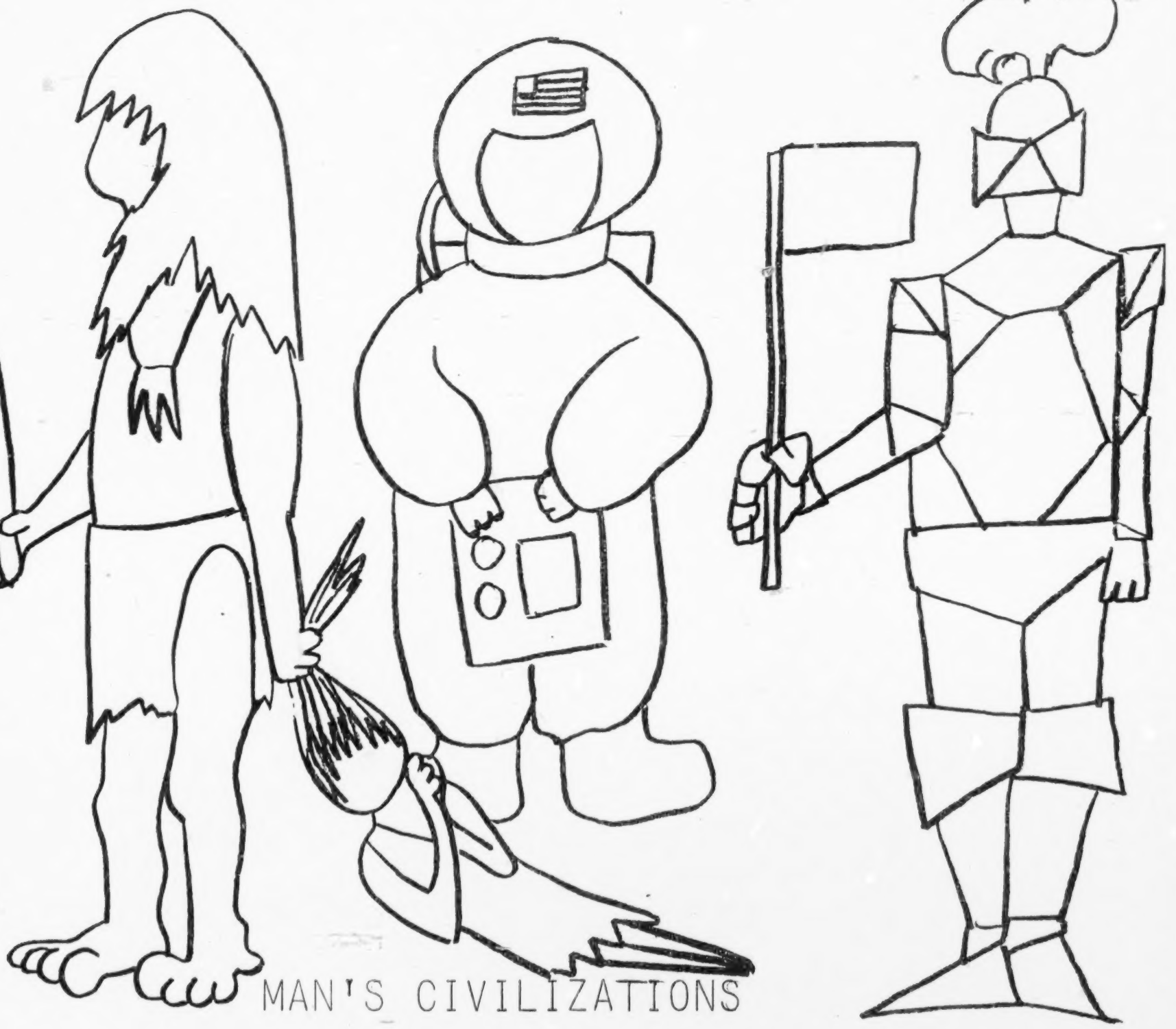
Shy Guy, 16 mm. - elementary library, 136.7

Filmstrips

Vocational Shop - a series of strips averaging 41 frames on shop tools, 694 Voc
Stanley Vocational Training - 7 strips dealing with the use of hand tools, 694 Sta
Play and Recreation - careers in recreation, 53 frames, 790 Pla
Baby Sitting (record included), 649.1
A New Look at Home Economic Careers (record included), 640.69
Polytechnic Institute of Brooklyn, Guidance Associates, 378
Secretarial Training (record included), 651
And They Lived Happily Ever After (record included), Guidance Associates, 301.42
World of Work Series (record included), McGraw-Hill, 371.42
Child Needs and Guidance, 371.429
Lister, Joseph (medicine), 92

Human Resources

(Note: Refer to Revised Fort Benton Human Resource Guide.)



MAN'S CIVILIZATIONS

GRADE TEN

WORLD CIVILIZATION

I. Develop an understanding of the beginnings of civilization

A. The student will be able to identify civilization.
B. The student will be able to cite causes for development of early civilizations (why and where).
C. The student will be able to cite examples of the development of trade among the early civilizations.

II. Develop an understanding of how revolutions changed the world

A. The student will be able to discuss the changes the American Revolution had on Europe.
B. The student will be able to indicate the impact of change that the French Revolution and Napolean had on the world.
C. The student will be able to discuss the changes resulting from the Bolshevic Revolution.
D. The student will be able to discuss non-violent revolution.
E. The student will be able to discuss how some Latin American nations gained their independence.
F. The student will be able to discuss how the Industrial Revolution changed the living standards of the world.

III. Develop an understanding of the rise of dominance of the Mediterranean states

A. The student will be able to cite examples of Greek culture that the modern world has absorbed.
B. The student will be able to contrast and compare the Greek city states and apply the contrasts and comparisons to modern nation states.
C. The student will be able to discuss how the Roman Empire rose to power and declined.
D. The student will be able to compare specific examples of the rise and decline of the Roman Empire to the modern nation states; e.g., Britain and the United States.
E. The student will be able to identify the emergence of Christianity with the decline of Rome.

IV. Develop an understanding of the world during the Middle Ages

A. The student will be able to trace the movement and settlement of the Germanic tribes in Europe.
B. The student will be able to compare how the life during feudal times contrasts to present day life in the United States.
C. The student will be able to indicate that trade developed with the development of civilization.

V. Develop an understanding of the emergence of modern Europe

A. The student will be able to indicate how the Renaissance and Reformation changed Europe.
B. The student will be able to indicate how early exploration and colonization changed Europe.

C. The student will be able to identify important European leaders and indicate their contributions.
D. The student will be able to discuss why some European nations became powerful, while the power of others declined.

VI. Develop an understanding of the imperialistic nature of nations of the 19th Century.

A. The student will be able to discuss motives for imperialism.
B. The student will be able to discuss how imperialism played a part in starting World War I.
C. The student will be able to discuss events of World War I; e.g., the start, the duration, the signing of the peace terms, etc.

VII. Develop an understanding of the rise in dictatorships following World War I.

A. The student will be able to discuss how peace terms of World War I led to the rise to power dictatorships and finally to World War II.
B. The student will be able to discuss the techniques used by dictators to control subjects and to take over other countries.
C. The student will be able to discuss World War II events: how the war began, the events during the war, the effects the war has had on present day affairs.

VIII. Develop an understanding of the world since 1945.

A. The student will be able to discuss problems that have developed in Europe since 1945.
B. The student will be able to discuss events in Africa and the Middle East that threaten world peace.
C. The student will be able to discuss events that have developed and are developing in the Asian nations that threaten world peace.

Example of Behavioral Instructional Objective:

The student will be able to list 4 reasons for early exploration during the 15th century as presented in class.

Resources:

Text: Men and Nations, Harcourt, Brace and World, Inc.

Books
The Age of Reason - Hampshire, Stewart, 100
The Greek Philosophers - Warner, Rex, 183
Greatest Story Ever Told - Cursler, Fulton, 232
Contemporary Government of Germany - Plischke, Elmer, 320
Pictorial Library of World History - Civilization at its Beginnings, Bullock, Allan, Doubleday, 909
Art of the Renaissance - Murray, Peter, 709.03
The Greek Way - Hamilton, Edith, 880.9
The Roman Way - Hamilton, Edith, 870.9
A History of Civilizations - Britton, Craine, 901 (2 volumes)

An Encyclopedia of World History: Ancient, Medievel, Modern - Langer, William L., 902
Civilization in Europe: Ancient and Medieval Times - Schapiro, Alwyn, 909
The Restoration Era in France - Stewart, John Hall, 909.81
The Epic of Man - Editors of Life Magazine, 910.91
Lost World: Adventures in Archaeology - White, Anne, 913 (2 volumes)
Every Day Life in Ancient Rome - Cowell, F. R., 913.37
Germany in Brief - Arntz, Helmat, 914
The Age of Voltaire: The History of Civilization 1715-1756 - Durant, Will, 914
Life in Roman Britain - Birley, Anthony, 914.36
Diary of a Young Girl - Frank, Anne, 920
Civilization Builders - Law, Frederick, 920
Ten Famous Lives - Plutarch, 920
Lives of Noble Romans - Plutarch, 920
Young Mary Stuart, Queen of Scots - King, Marion, 920
The Ancient World - Clover, T. R., 930
History of the Greek and Persian War - Herodotus, 930
Life Under the Pharoahs - Cottrell, Leonard, 932
The Romans - Barrow, R. H., 937
The Roman Republic - Baron, Henry C., 937
The Annals of Tacttus - Dudley, Donald, 937
The World of Rome - Grant, Michael, 937
The Book of the Ancient Romans - Mills, Dorothy, 937
Imperial Rome - Moses, Hades, 937
Commentaries of Caesar - Warner, Rex, 937
The Greeks: A Great Adventure - Asimov, Issaac, 938
Philosophy of Aristotle - Renford, Bambrough
The Hellenic History - Botsford, George W., 938
History of Greek Culture - Burkhardt, Jacob C., 938
Classical Greece - 938, lit
The Book of Ancient Greeks - Mills, Dorothy, 938
Lion in the Gateway - Renault, Mary, 938
The Peloponnesian Wars - Thucydides, 938.05
The March Up Country - Amabasis, Zenophon, 939
Trojan War - Coolidge, Oliva, 939.21
The Historical Documents of World War I - Snyder, Lewis, 940.03
The Era of Charlemagne - Frankish State and Society - Easton, Stewart, 940.1
Medieval Days and Ways - Hartmen, Gertrude, 940.1 (2 volumes)
The Middle Ages - Mills, Dorothy, 940.1
Chronicle of the Crusades - Shaw, M. R., 940.1
Barbarian Europe - Simons, Gerald, 940.1
Feudalism - Strayer, Joseph, 940.1
When Knights Were Bold - Tappan, 940.1
The Medieval University - Wierrusgovski, 940.1
Knights of the Crusades - Horizon Magazine, 940.18
Medieval Commerce - Adelson, Howard, 940.2
The Age of Kings - Blitzer, Charles, 940.2
Every Day Life in Renaissance Times - Chambers, E. R., 940.2
The Battle of Waterloo - Horizon Magazines, 940.2
The Golden Book of the Renaissance - Golden Press, 940.2
Renaissance and Reformation Times - Mills, Dorothy, 940.2
The Social Background of the Reformation - Smith, 940.2
Reformation - 940.2
The Age of the Despots - Symonds, John A., 940.2

July, 1914 - Geiss
The Zimmerman Telegram - Tuchman, Barbara
Paris Burning - Collins, 940 jp
World War II - Monaghan, 940.33
U. S. in World War II - 3 volumes
Eisenhower's Crusade in Europe - Eisenhower, 940.348
The Last Cruise of the Emdem - Hoyt, 940.4
They Flew to Glory - Brown, 940.4
Defense of Western Europe - Daniels, 940.5
Longest Day, Ryan, 940.51
Brave Men - Pyle, 940.51
The Grand Alliance - Churchill, 940.53
The Gathering Storm - Churchill, 940.53
Their Finest Hour - Churchill, 940.53
Triumph and Tragedy - Churchill, 940.53
The Second World War (four volumes) - Churchill, Winston, 940.53
The World War II - Leckie, Robert, 940.53
The Second World War - Savage, 940.53
Other Peoples Houses - Segal, 940.53
The First Book of World War II - Snyder, 940.53
The American Heritage Picture History of World War II - Sulzberger, C. L., 940.53
Origins of the Second World War -Taylor, J. P., 940.53
The Last 100 Days - Toland, John, 940.53 T
Hitler and Russia - Higgins, Trumball, 940.53
Three Came Home - Keith, Agnes, 940.54
Seven Came Through - Rickenbacker, Edward, 940.54
Tarawa - Shaw, Henry Jr., 940.54 Sh
The Berlin Diary - Shirer, William, 940.534
The Battle Story of the Bulge - Toland, 940.54
Pacific War Diary - 940.54
The Great Decision - Amrine, Michael, 940.54 A
Pearl Harbor to Okinawa - Bevlin, Bruce, 940.54
Combat: The War with Germany - Congdon, Don, 940.5345
The Desert War in North Africa - Horizon Magazine, 940.54
D-Day - The Sixth of June, 1944 - Howarth, 940.54
D-Day - (2 volumes) - Hine, Al, 940.54
Desert Generals - Barnett, Correlli, 940.5432
Donbas - 940.547
The Endless Steppe - 940.547
Inside Europe Today - Gunther, 940.55
The Plague in London - Defoe, Daniel, 942
A Concise History of England - Halliday, F. D., 942
Cardinal Documents in British History - Schuyler, Robert, 942
The Magnificent Century (Henry III) - Costain, Thomas B., 942.03
Why England Slept - Kennedy, John, 942.084
Meet Germany - Atlantic Bridge, 943
The Dilemma of Postwar Germany - Johnsen, Julia E., 943
The Hapsburg Empire 1804-1918 - Kohn, Hans, 943
The Weimar Republic - Snyder, Lewis, 943
Nazi Germany - Oliver, Donald, 943.086
The Rise and Fall of the Third Reich - Shirer, William L., 943.086
Facts About Germany - Arntz, Helmut, 943.087 (5 volumes)
The Democratic State - Arntz, Helmut, 943.087
The German State Yesterday, Today and Tomorrow - Arntz, Helmut, 943
Why Way Germany? - Harry W. Flannery and Berhart Seger, 943.087
Louis Philippeano: The July Monarchy - Beik, Paul, 944

The Third French Republic, 1870-1940 - Derfler, Leslie, 944
The Era of the French Revolution (1789-1799) - Gershoy, Leo, 944.04
Book of the Age of Napoleon - Horizon Magazine, 944.04
France Under DeGaulle - Isenberg, Irwin, 944.083
Cavour and the Unification of Italy - Massimo Salvadori, 945
The Russian Revolution of 1917 - Curtis, John Shelton, 947
Russia Under the Czars - Horizon Magazine, 947
Russo-Chinese Border - Lands, Jackson, Douglas, 947
Soviet Russian Imperialism - Marratey, Voctor S., 947
Ferment in Eastern Europe - Isenberg, Irwin, 947
Soviet Foreign Policy 1917-1941 - Kennan, George, 947.08
Basic History of Modern Russia - Kohn, Hans, 947.08
The Government and Politics of the Soviet Union - Schapiro, 947.084
Inside Russia Today - Gunther, John, 947.086
Soviet Union: The 50 Years - Salisbury, Harrison, 947.085
The Vikings - Horizon Magazine, 948
The Land and People of Sweden - Nano, 948.5
Yugoslavia - Auty, 949.7
The Ottoman Empire - Vucinich, 949.6
Byzanteum - Sherrard, Phillip, 949.5
Quadalcanoe Diary - Tregaskis, 949.542
The Balkans in Transition - Hoffman, 549.6
The Benelux Countries - Eyck, 949
Quotations from Chauman - Mao Tse-Tung, 951.05
Thunder Out of China - White, 951.05
The Home of the Exile - Wahn, 951
Peking Diary 1948-1949 - Bodde, 951.04
Out of This World - Thomas, 951.5
New Forces in Asia - Lasker, 950
The People's Republic of China - Buss, 951.04
China: Emerging World Power - Petrov, 951.04
The Rise of Red China - Goldston, 951
Modern China - Rowe, 951
This Kind of War - Tehrenback, 951.9
Japan - Kirk, 952
Commodore Perry and Japan - American Heritage, 952
Over a Bamboo Fence - Brown, 952
The Japanese People of the Three Treasures - Newman, 952
Understanding the Japanese - Spencer, 952
Made in Japan - Tiedeman, 952
The Arabs: A Short History - Hitti, 953
The Six Day War - Churchill, 956
Crisis in the Middle East - Latham, 956
The Middle East in the Cold War - McClellan, 956
Palestine: Jewish Homeland - Johnson, 956.9
Conflict in the Middle East - Chace, 956
A History of the Jewish People - Parkes, 956.93
A History of the Jews - Grayzel, 956.94
The Story of Israel - Levin, 956.94
Foundations of Israel - Janowsky, 956.94
The United States and the Middle East - Stevens, 958
Afghanistan - Weston, 958.1

Vietnam - The Roots of Conflict - Bair, 959.7
The Story of Vietnam - Dareff, 959.7
The Two Vietnams - Fall, 959.7
Vietnam - Gettleman, 959.7
Vietnam - McCarthy, 959.7
Background to Vietnam - Newman, 959.7
The Vietnam Reader - Ruskin, 959.7
Behind the Lines Horror - Salisbury, 959.7
Politics of Escalation in Vietnam - Schurmann, 959.7
The Bitter Heritage - Schlesinger, 959.7
Authors Take Sides on Vietnam - Woolf, 959.7
Africa - Worldmark Encyclopedia, 960
Africa and Africans - Bohann, 960
Inside Africa - Gunther, 960
Changing Map of Africa - Hodgren, 960
African Nationalism in the Twentieth Century - Kohn, 960
Africa, The Rocket Issue - McClean, 960
The Blue Nile - Moorehead, 960
The White Nile, Moorehead, 960
Contemporary Africa - Wallhank, 960.2
Documents on Modern Africa - Wollbank, 960.2
Africa Before the White Man - Labouret, 960

Fiction books
I Marched with Hannibal - Braumann, Nino
The Day of the Bomb - Bruckner, Karl
All Quiet on the Western Front - Remarque, Erich
The Road Back - Remarque, Erich
Samurai - Sakai Sabura
Ben Hur - Wallace, Lewis
The Dessert Fox - Young

European Biography
Alexander the Great, Conqueror and Creator of a New World - Robinson, Charles Alexander, 92
Small Woman - Burgess, Alan, 92
Reach for the Sky - Story of Douglas Bader, Legless Ace of the Battle of Britain - Brukhill, Paul, 92
Ben-Gurion - The Biography of an Extraordinary Man - St. John, Robert, 92
At Home in India - Bowles, Cynthia, 92
Julius Caesar - Komroff, Manuel,92
Winston Churchill in Trial and Triumph - Moorehead, Alan, 92
The Man Who is France: The Story of General Charles DeGaulle - Clark, Stanley, 92
Dr. Tom Dooley's Three Great Books - Deliver Us From Evil, The Edge of Tomorrow, The Night They Burned the Mountain - Dooley, Thomas Anthony, 92
Elizabeth the Great - Jenkins, Elizabeth, 92
Dairy of a Young Girl - Frank, Anne, 92
Gandhi: Fighter with a Sword - Eaton, Jeanette, 92
Gandhi - Eaton, Jeanette, 92
Life of Mahatma Gandi - Fischer, Louis, 92

Day Hammerskjold: Custodian of the Brush Fire Peace - Lush, Joseph P., 92
Jearez, Hero of Mexico - Baker, Nina (Broun), 92
Laurence of Arabia - MacLean, Alistair, 92
Lenin - Trotsky, Leon, 92
Nefertiti - Wells, Evelyn, 92
Nehru - A Political Biography - Brecher, Micheal, 92
Home to India - Ran, Santha Rema, 92
I Walked with Heroes - Romulo, Carlos P., 92
Socrates, The Man and His Thoughts - Taylor, A. E., 92
Nisei Daughter - Sane, Monica, 92
Young Mary Stuart, Queen of Scotts - King, Marion, 92
Sun Yat-Sen - Baker, Nina (Broun), 92
Queen Victoria - Strackey, Giles Lyttan, 92
Fifth Chinese Daughter - Wong, Jude Snow, 92
Rommell, The Desert Fox - Young, Desmone, 92
Men of Power - A Book of Dictators - Albert Carr, 920
The Ancient Explorers - Cary, M., 920
The Nehru's of India - Three Generations of Leadership - Lamb, Beatrice Pitney, 920
Ten Famous Lives - Plutarch, 920
The Lonely African - Tumbull, Colin M., 920
The Dictionary of National Biography - 927.003

Films

The Renaissance, 940.2
English History - Earliest Times to 1044, 942
Ancient Greece, 916.95
Ancient World Inheritance, 930

Filmstrips

18th Century England
Our History from Ancient Greece, 938
Ancient Times, 930

Filmstrip/Record

Our Heritage of Rome

Tapes

War Speeches of Winston Churchill

Transparencies

Atlas of the World's History, Parts 1 - 4
Introduction to Egyptian History
Classical Greece
Introduction to Ancient Rome
The Medieval Era

Filmloops

Ancient Greece-Athens, 938
Ancient Nile Civilization, 962

Charts - Pictures

English Kings and Queens from Beginning to 1250, 942
English Kings and Queens from 1250 to Present, 942
London to 1666, 942.1
Before 1066, 942.01
Roman Britain, 940.01
Victorian Days, 942.08

Human Resources

(Note: Refer to Revised Fort Benton Human Resource Guide.)

STUDIES OF THE UNITED STATES EMERGING AS A WORLD POWER

GRADE ELEVEN

THE UNITED STATES EMERGENCE AS A WORLD POWER

I. Develop an understanding of the United States territorial expansion.

A. The student will be able to discuss the movement into the Northwestern Territory; e.g., Ohio Valley.
B. The student will be able to discuss the movement west of the Mississippi.
C. The student will be able to discuss expansion into the "cotton" territories; e.g., Kentucky, Tennessee, Alabama, Mississippi.
D. The student will be able to discuss territorial expansion beyond the continental United States.
E. The student will be able to discuss the role of "Manifest Destiny" in the United States territorial expansion.
F. The student will be able to discuss the effects of communication and transportation on territorial expansion.
G. The student will be able to discuss the effect immigration had on territorial expansion.

II. Develop an understanding of industrialism.

A. The student will be able to discuss the transition from economic self-sufficiency to economic interdependency.
B. The student will be able to identify the manpower involved with industrialism.
C. The student will be able to discuss the labor-management relationship in the growth of the corporate structure.
D. The student will be able to discuss the relationship between urbanism and industrialism.
E. The student will be able to discuss the inter-relationship between industrialization and communication-transportation.
F. The student will be able to discuss the inter-relationship of industrialization and education.

III. Develop an understanding and appreciation of United States' nationalism.

A. The student will be able to discuss the effects ethnic groups have on nationalism.
B. The student will be able to discuss the role of political parties and pressure groups on nationalism.
C. The student will be able to discuss inter-relationship of nationalism and education.
D. The student will be able to discuss the effects of external forces on nationalism.

IV. Develop an understanding of the growth of the military in the United States.

A. The student will be able to indicate reasons for having a military force.
B. The student will be able to discuss the establishment of a United States military force.
C. The student will be able to discuss the changing role of the military.

V. Develop an understanding of United States foreign policies.

A. The student will be able to discuss political isolationism as compared to political involvement.
B. The student will be able to discuss the role of economics in the development of foreign policy.
C. The student will be able to discuss the role of the military in foreign policy.
D. The student will be able to discuss foreign events that affected our foreign policy.
E. The student will be able to discuss the effects of transportation and communication on U. S. foreign policy.

VI. Develop an understanding of the United States internal attitudes and policies.

A. The student will be able to discuss the transition from local autonomy to centralized (Federal) government.
B. The student will be able to discuss the internal attitudes that changed policies; e.g., women suffrage, prohibition, anti-trust, civil rights, etc.
C. The student will be able to discuss how transportation and communication affected and affects internal policies and attitudes.

VII. Develop an understanding and appreciation of the influence of the humanities.

A. The student will be able to identify the humanities.
B. The student will be able to discuss the influence of the language arts on the United States' culture.
C. The student will be able to discuss the influence of the arts on the United States' culture.
D. The student will be able to discuss the influence of religion on the United States' culture.
E. The student will be able to discuss the influence of education on the United States' culture.

Example of Behavioral Instructional Objective:

Student will be able to list five reasons for westward expansion during the 19th century as presented in class.

Resources:

Books

Negroes (300)
The Politics of Experience - Laing, Ronald David, 301.1
The City in Crisis - Isenberg, Irwin, 301.3
The Shame of the Cities - Stiffens, 301.3
Clan House of Prejudice - Baraugh, Corothy Walter, 301.45
The Fire Next Time - Baldwin, James, 301.45
The Negro Revolution in America - Brink, William, 301.45
The Color of Man - Cohen, Robert, 301.45
The Souls of Black Folks - DuBois, 301.45

Mr. Kennedy and the Negroes - 301.45
Fire Ball in the Night - Handlin, 301.45
Why We Can't Wait - King, Martin Luther, 323.4
The Negro in the United States - Logan, Rayfork, 301.45
The American Negro - Logan, 301.45
On Being Negro in America - Redding, 301.45
Reconstruction and the Race Problem - Rawene, Edward C., 301.45
Crisis in Black and White - Silverman, Charles E., 301.45
The Ideas of Racialism, Its Meaning and History - Snyder, 301.45
The Negro in American Life - Wade, Richard C., 301.45
Segregation, The Interconflict in the South - Warren, Robert, 301.45
This Is My Country Too - Williams, John A., 301.45
On Lynchings - Wells, Barnett, 301.45
Lost Boundaries - White, W. L., 301.45
The Negro Since Emancipation - Wish, Harvey, 301.45
Transformation of the Negro American - Broom, Leonard, 301.451
Black Like Me - Griffen, 301.451
Notes of a Native Son - Baldwin, James, 301.452
Black Nationalism - Essien, 301.43
An American Dilemma - The Negro Social Structure - Volumes 1 & 2, Myrdal, Gunner, 301.43
The United States and Africa - Goldschmidt, Walter, 309.16
The Black Muslims in America - Lincoln, 325.2
In Black America 1968 - The Year of Awakening - Ramero, Patricia, 325.2

Reform in America (Jacksonian Democracy, Progressivism and the New Deal) - Rottner, Faye, 301.47
Poverty and the Poor - Leinvand, Gerald, 301.42
The Vanishing Adolescent - Friedenbirg, Edgar, 301.43
The Complete Peace Corps Guide - Hopper, Roger, 309.2
The U. S. Peace Corps: The Challenge of Good Will - Whittlesay, Susan, 309.2
The U. S. Book of Facts, Statistics & Information - United States Bureau of Census, 317.3
Up From Liberalism - Buckley, William F., 320
Crime Control - Nixon Administration - Hogan, 320
Readings in American's Political Behavior - Wolfinger, Raymond, 320
Nationalism: Its Meaning and History - Kahn, Hans, 320.1
Liberalism - Its Meaning and History - Schapiro, J., 320.1
Comparative Political Systems - 320.3
The American Political Dictionary - Plano, Jack C., 320.97308
States Rights vs Federal Power - Small, Douglas, 321
The Meaning of Democracy - Padover, Saul, 321.4
Democracy's Manifesto - Douglas, William O., 321.8 Dou
The Second American Revolution - Eldridge, 321.8
Points of Rebellion - Douglas, 323
The Strange Tactics of Extremism - Overstreet, Harry, 323
The Peaceable Revolution - Schechter, Betty, 323
Protect Man Against Society - Armstrong, Gregory, 323
Equality by Statutes - The Revolution in Civil Rights - Berger, Morroe, 323.4
Civil Liberties, Case Studies - Parker, Donald, 323.4
Freedom and Control - Stopsky, Fred, 323.4
Religious Freedom - Oliver, Donald, 323.4
Nominating Conventions and Electoral College - Mitchel, Malcolm, 324
The Electoral College, Wilmerding, Lucius, 324

Basic Documents in the U. S. Foreign Policy - Brackway, 327
The Presidency - American Heritage (periodical), 353.03
Our American Government - U. S. Government Printing Office, 328
Summary of the Legislative Record and Digest of Major Accomplishments - 89th Congress - U. S. Government Printing Office, 328
Congress and the Presidency - Palsby - 328.3
The Congressman and His Work as He Sees It - Clopp, Charles L., 328.73
Congress: The First Branch of Government - Grazia, 328.73
Congress and Its Contemporary Role - Griffith, Ernest Stacey, 328.73
Home Place: The Story of the U. S. House of Representatives - White, William W., 328.73
You and Your Congressman - Wright, Jim, 328.73

American Diplomacy (300)
The Craft of Intelligence - Dullens, Allen, 327 Dul
Cold War Diplomacy - 1945-1960 - Graebner, Norman A., 327 Gra
A History of the Cold War - Lukacs, John, 909.821
A New History of the Cold War - Lukacs, John, 909.821
The Cold War: A Book of Documents - Tregousse, H. L., 327.08
A Diplomatic History of the American People - Bailey, T. A., 327.73 Bai
The Shaping of American Diplomacy - Williams, William A., 327.73
The Shaping of American Diplomacy, Ud. II, 1900-1955 - ed. Williams, William Appleman, 327.73
The Tragedy of American Diplomacy - Williams, William A., 327.73
America's Rise to World Power - 1898-1954 - Duller, Foster, 327.73 Dul
New Deal and World Affairs - Nevins, Allan, 327.73
The Evolution of American Foreign Policy - 327.73

American Politics
American Political Parties: Their National History - Binkley, Wilford, 329
Politicians and What They Do - Botter, David, 329
The American Party System and the American People - Greenstein, Fred I., 329
The Status Revolution and the Progressive Movement - Rozvenc, Edwin C., 329
Official Program - The 29th Repubublican National Convention - Stull, Ray, 329
White House Fever - Bendiner, Robert, 329.023
Absolutism and Democracy 1814-1852 - Kohn, Hans, 329.9
The Democrats 1789 - 1964 - Chambers, William, 329.3
Democratic National Convention Program Book, 1964 - 329.3
The Republican Party - A Short History - Burdette, Franklin L., 329.6
Third-Party Movements in the United States - Hesseltine, William B., 329.9

Economics
Rich Man, Poor Man - Miller, Herman, 330
Parkinson's Law and Other Studies in Administration - Parkinson, N., 330
American Capitalism - Hasker, Louis N., 330.15
Basic History of American Business - Cochran, Thomas C., 330.9 Coc
War on Poverty - Humphrey, Hubert H., 330.973 Hum
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Westward Expansion, 973.5
The American Indian: A Dispossessed People, 978.1
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- l. The Great Age of Change

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The Louisiana Purchase and Traveling with Lewis and Clark, 973.4
Settling West of the Appalachians, 973.4

Human Resources

(Note: Refer to the Revised Fort Benton Human Resource Guide.)

CONSTITUTIONAL INTERPRETATIONS

GRADE TWELVE

CONSTITUTIONAL INTERPRETATIONS

I. Develop an understanding of a background of the Constitution.

A. The student will be able to indicate how our heritage from English documents influenced the designers of the Constitution.
B. The student will be able to discuss and indicate ways the Mayflower Compact helped establish the Constitution.
C. The student will be able to indicate ways in which the Albany Plan of Union laid a format for the writing of the Constitution.
D. The student will be able to indicate the importance the Declaration of Independence had on the writing of the Constitution.
E. The student will be able to indicate how the Articles of the Confederation made the Constitution a necessity.

II. Develop an understanding of the problems of developing the Constitution.

A. The student will be able to indicate that the 13 original states were separate in their political and economic features.
B. The student will be able to indicate several problems and their solutions confronting the designers of the Constitution.

III. Develop an understanding of the construction of the Constitution.

A. The student will be able to indicate that the Constitution is divided into articles.
B. The student will be able to indicate that the Constitution was made with the idea of change.

IV. Develop an understanding of the Court interpretations of the Constitution.

A. The student will be able to indicate how the Court arrives at its decisions on specific cases.
B. The student will be able to indicate the possible legislative power of the Courts

Example of Behavioral Instructional Objective:

If given an example that can be found in the Constitution, the student will be able to locate where the article is mentioned or implied in the Constitution.

Resources:

Books

How the Great Rebellions Began - 290
The Supreme Court - Acheson, Patricia C., 347.9
Age of Ideology - Political Thought, 1970 to the Present - Watkins, Frederick N., 320
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The Investigating Powers of Congress - Johnson, 328
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The New Student Left - Cohen & Hale, 378.1
A Supreme Court Justice is Appointed - Danelski, 342.73
The Framing of the 14th Amendment - James, 342.73
A Study of Communism - Hoover, 335
The Law & Cliches of Socialism - Bastiat, 335
The Government & Politics of the Soviet Union - Schapiro, 947.084
Congress and The Nation (Volume II) - Congressional Quarterly
Documents of Freedom (study lessons) - Abramowitz, Jack
The Warren Court: A Critical Analysis - Sayer, Boyen, Gooding, 347.9

Tape

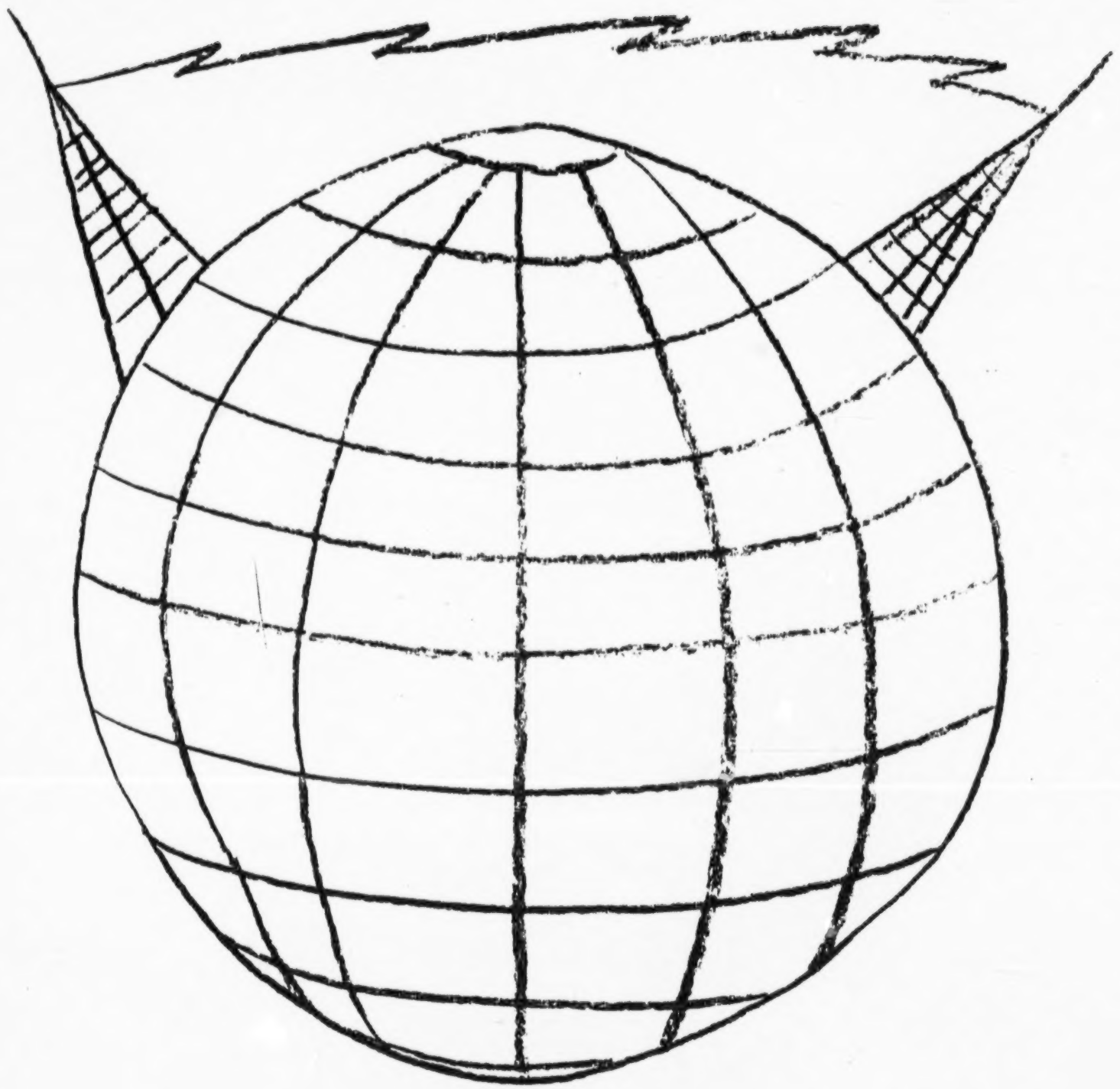
Search and Seizure

Filmstrips & Records

This Honorable Court - Supreme Court
Civil Disobedience
Crisis Through Abuse
Freedom of Speech
Right to Bear Arms
Right to Council
Right to Vote
Right to Go to School
Right to Peaceful Assembly
Freedom of the Press
Freedom of Religion
The People's Choice

Human Resources

(Note: Refer to Revised Fort Benton Human Resource Guide.)



STUDIES
OF
CURRENT AFFAIRS
ON A
GLOBAL SCENE

GRADE TWELVE

CURRENT WORLD AFFAIRS

I. Develop an understanding of current legislation.

   A. The student will be able to discuss the various bills before the legislature at both state and federal levels.

II. Develop an understanding of war and crisis around the world.

   A. The student will be able to indicate what countries are involved and why.
   B. The student will be able to formulate possible results.

III. Develop an understanding of natural disasters around the world.

   A. The student will be able to indicate where such events occur and their effects.

IV. Develop an understanding of economic events around the world.

   A. The student will be able to discuss what countries are involved and who might be affected.

V. Develop an understanding of political affairs happening around the world.

   A. The student will be able to discuss various diplomatic efforts being made throughout the world.

VI. Develop an understanding of various areas of student unrest.

   A. The student will be able to discuss the various causes for student unrest.

VII. Develop an understanding of racial problems.

   A. The student will be able to discuss the current racial problems.

VIII. Develop an understanding and appreciation for advancements in technology.

   A. The student will be able to discuss current technological advancements.

IX. Develop an understanding and appreciation of current cultural developments.

   A. The student will be able to research cultural areas that are of interest to him.

X. Develop an understanding and appreciation for current explorations.

   A. The student will be able to discuss the advancements of new frontiers; e.g., space, oceanography, anthropology, science, etc.

Example of Behavioral Instructional Objective:

The student will list two reasons for current U. S. interests in the country of Burundi.

Resources:

Periodicals

Senior Scholastic - New York Student Weekly
Time Magazine
U. S. News and World Report
Newsweek
Life Magazine
Look Magazine
Sports Illustrated
National Observer
Christian Science Monitor

Newspapers

Great Falls Tribune
River Press

Tapes

Drugs and Criminal Acts
Squandering Natural Resources
Martin Luther King and Integration
The Premises of Democracy
Obscenity and Pornography
Search and Seizure
Moral Conflicts in Medicine
Marijuana - Pros and Cons
Highlights from 1984
Death to Our Cities

Filmstrip

Innovation Associates - Current Events Sweepstake (Quiz Game)

Filmstrip & Record

Changing Face of Soviet Union

REVISION

Our entire effort has been to create a learning process to fit our goals which will be subject to constant revision as the need dictates. As time, teachers, methods, and materials change it is only logical to assume that this curriculum will have to grow with these demands; also that some concepts may have to be deleted. The following instrument is the recommendation of this group for the continual revision of this social studies curriculum outline. This instrument is to be completed by each teacher involved with this curriculum near the end of each semester.

EVALUATIVE INSTRUMENT

At your grade level:

1. Do the concepts listed correspond to the interests of the students? If not, why? If so, how?

2. Are the concepts suited to the maturity level and abilities of the students? If not, what do you suggest?

3. Are you able to correlate the social studies curriculum with other curriculum areas; e.g., language arts, science, etc. If so, how? If not, why?

4. Are the behavioral sub-concepts helpful in developing the main concepts? If not, list those that need revision.

5. Is the content of the theme too great to be covered in the allotted time? If so, what would you delete?

6. List those resources that you found helpful in developing the concepts.

7. List those resources that you feel could be omitted from the resource list and tell why.

8. Check those teaching techniques that you are using and list any others that you find useful.

_____Lecture - exposition on the part of the teacher.

_____Pure discovery - teacher poses a problem in such a manner that students must find appropriate raw data and reason out a conclusion.

_____Direct discovery - elements of exposition and discovery are combined.

9. List other suggestions for improving the social studies curriculum.

APPENDIX A

Surveying Fort Benton's Social Studies Efforts

Those staff members responsible for any portion of the K through 12 social studies program were asked to respond to the attached survey instrument. The instrument is short and is composed of three parts. Each teacher was asked to indicate (1) the nature of the social studies offering presently at her grade level; (2) what the teacher considered the strengths of that offering; and (3) what the teacher considered the weaknesses of that offering.

Twenty-three survey forms were distributed; twenty-three survey forms were returned. As a result of this feedback the following was indicated:

1. Fort Benton's past areas of emphasis were:
   - K . . . . nothing
   - 1 . . . . Famous Americans and Holidays, map skills, current events
   - 2 . . . . Famous Americans, map skills, community, nations, U.S.
   - 3 . . . . Montana History, map skills, current events
   - 4 . . . . Famous people, nations, Montana, continental studies
   - 5 . . . . Western hemisphere (Canada U.S., Mexico, Central and South America
   - 6 . . . . Greek and Roman civilizations, medieval period
   - 7 . . . . World Geography (economic-political-physical), U.S.
   - 8 . . . . Survey of the U. S., Civics, Montana History
   - 9 . . . . World History
   - 10 . . . . nothing
   - 11 . . . . U. S. History
   - 12 . . . . U. S. Government
   - Electives . Comparative Government
     Current Events

2. Strengths:
   a. Interest of student was considered.
   b. Consideration of other than local.
   c. Develop concept of change.
   d. Develop language skills.
   e. Develop map skills.
   f. Relate man's past to the present.

3. Weaknesses:
   a. Lack of continuity.
   b. No direction.
   c. Poor ethnic studies.
   d. Cover too much in too short of time.
   e. Not enough media or resources.
   f. Understaffed for curriculum established.

SCHOOL SYSTEM SELF SURVEY

This survey is being distributed to those members of our staff responsible for any portion of our Social Studies program. Each teacher is asked to reply to all the statements.

Teacher's Name _____

Teacher's Grade Level _____

I. What is the nature of the Social Studies offering presently at your grade level? (i.e., What themes, concepts, ideas, etc. do you teach with reference to Social Studies during the course of the year?)

A. Major Themes or Topics

B. Units

C. Concepts

D. Others

Comments:

II. What do you consider to be the strengths of this offering?

III. What do you consider to be the weaknesses of this offering?

APPENDIX B

Surveying Current Practices in Social Studies

Various teachers, administrators, professors and State Department directors were asked to respond to the attached questionnaire, The purpose was to obtain informative data concerning current practices in the social studies curriculum in the State of Montana. The questionnaire was designed to consider five major areas (1) general information concerning the school district; (2) organization of the program; (3) nature of the offerings; (4) physical facilities available; and (5) the direction of learning.

Seventy-one questionnaries were distributed; twenty-nine were returned. The following information was obtained.

Very little, if anything, new has been attempted concerning a K-12 social studies program in the schools surveyed. It appears as if most of the schools are currently attempting to begin some type of study or reorganization of their social studies curriculum. All schools are primarily using a text-book approach with some supplementary materials. A number of school districts indicated an investigation of the spiral format rather than a vertical and horizontal format for their programs. Some are also reviewing much of what the Taba study had proposed. It appeared that most schools replying are still concerned primarily with history and geography as their primary disciplines. Few indicated a multi-disciplinary approach.

The following questionnaire is being circulated among school administrators, classroom teachers, and college professors. The purpose is to obtain informative data in the social studies curriculum area in order to assist a group of Fort Benton educatiors to develop an Individualized Vertical Social Studies Curriculum Outline. Your reply to this questionnaire will be greatly appreciated. Results will be sent to you upon request. A self-addressed return envelope has been enclosed for your convenience.

I. General Information

1. Name of School System

2. Superintendent's Name

3. Number of School Buildings in the System_____ No. of Students _____

4. Approximately what percent of the instructional budget is spent in the Social Studies area? _____ Dollars $_____

5. Is there a district supervisor in Social Studies? Yes_____ No_____

6. Is there a district curriculum guide provided in Social Studies?

   Yes_____ No_____

7. How many members are on the total instructional staff?_____

8. What are the lines of communication between the elementary and secondary Social Studies teachers?

9. Is there a Department Head Yes_____ No_____

10. Comments

II. Organization

1. Does the Social Studies Department K-12 have a written statement of its objectives?

   Yes_____ No_____

2. Is the Social Studies program planned to provide for sequential development from grade to grade?

   Yes_____ No_____

(If so, briefly outline plan)

3. Is the program evaluated at regular intervals and revised accordingly?

   Yes_____ No_____ How?

4. Are community groups and agencies consulted on development of the social studies program?

   Yes_____ No_____ What have some of their suggestions been?

5. Do teachers from the various grade levels plan together to develop a sequential program in social studies?

   Yes_____ No_____ How?

6. Comments

III. Nature of Offerings (Social Studies)

1. What is the major theme being exposed at each level?

   1st grade level
   2nd grade level
   3rd grade level
   4th grade level
   5th grade level
   6th grade level
   7th grade level
   8th grade level
   9th grade level
   10th grade level
   11th grade level
   12th grade level

2. What are the sub-unit topics at each grade level?

   1st grade level -

   2nd grade level -

   3rd grade level -

   4th grade level -

   5th grade level -

   6th grade level -

   7th grade level -

8th grade level -

9th grade level -

10th grade level -

11th grade level -

12th grade level -

3. From what sources is the course content derived? (i.e., textbook, study guide, course of study, etc.) Please indicate titles, publisher, and copyright dates.

4. Are specific provisions made for extensive use of a variety of resources outside the classroom? If so, what are they?

5. What are the major social studies areas considered in your K-12 program?

_____ Sociology
_____ History
_____ Political Science
_____ Geography'
_____ Economics
_____ Anthropology
_____ (Others - please indicate)

6. At what point does your consideration of Social Studies become an in-depth study of major problems and concepts rather than a limited survey of many topics?

7. Comments

IV. Physical Facilities

1. The Social Studies instructional space provides for a variety of instructional activities.

_____ Large lecture room
_____ Seminar rooms
_____ Student work rooms
_____ Conventional classrooms
_____ Material resource center

2. The following equipment is available:

_____ bookshelves
_____ magazine racks
_____ T. V.
_____ 16 mm projector
_____ overhead
_____ Others

3. Is the teaching of Social Studies limited to rooms which are appropriately equipped for serving this function?

4. Comments?

V. Direction of Learning

1. Instructional staff:

a. Does each staff member have intensive preparation in the subjects they are teaching in the area of Social Studies?

2. Instructional activities:

a. A variety of instructional techniques are used:

_____ Individual and committee reports
_____ Panel discussions
_____ Lectures
_____ Class discussions
_____ Simulation
_____ Role playing
_____ Large group instruction
_____ Small group instruction
_____ Independent study
_____ Team teaching
_____ Other (please specify)

3. Is instruction related to contemporary affairs? How?

4. Instructional material

a. Different types of instructional materials are readily available.

_____ Books and periodicals
_____ Pamphlets. posters, pictures, clippings, etc.
_____ Films, filmstrips and filmloops
_____ Tapes and records
_____ transparencies
_____ maps, charts and globes

APPENDIX C

ON-SITE VISITATIONS

A four member team made on-site visitations to five schools in the State of Washington. These schools were: (1) Continuation High School in Spokane; (2) A. C. Davis High School in Yakima; (3) Eisenhower High School in Yakima; (4) Indian Trials Elementary School in Spokane; and (5) Broadway Elementary School in Yakima.

Facts concerning these schools' social studies programs are as follows:

1. One high school emphasized Washington State history, world history, U.S. history, and contemporary problems.

2. Another high school has combined their English and social studies and have called it Humanities. Their effort is to bring more relevance into the program, more reflective of present life situations. Much of their emphasis is on individualization. They have "packaged" many areas of concentration.

3. Another high school, which was quite traditional, was basically following state requirements.

4. An elementary school was in the process of developing a continuous progress program for social studies.

5. The other elementary school is involved with project "PLAN" in all areas of their curriculum. This is basically individualized.

APPENDIX D

Reference Material

The following reference material was research in an attempt to make this effort as dependable as possible. It was found that no one source provided us with the exact formula for our task. However, in searching through this reference material we were able to develop a curriculum outline we feel fits the needs of the students of Fort Benton.

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9. Henry, Nelson B., editor, Social Studies in the Elementary School, Fifty-sixth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1957, 320 pp.

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